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J. W. STEARNS, EDITOR.

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A New Work on Civil Government.

THE GOVERNMENT OF THE UNITED STATES.

By W. J. COCKER, A.M.

"Freedom and free institutions cannot long be maintained by any people who do not understand the nature of their own government."

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THE TEACHER'S WORK.

Two things are especially helpful to a teacher, a clear *view* of what his work is for, and a good *method* of working. Aimless exertion may be exercise but it is not work; and the way we do a thing is often a good way not to do it. But how many of us, common teachers, have ever examined into the reason of our work?

He who first wrote "Dear Friend" at the beginning of a letter, and "Yours truly" at the close, meant those things, perhaps; after that they became the "proper form" only, and we use them in conformity to custom or "established usage." Now, if it should be said that we follow the curriculum of our schools in much the same way, this would probably not be seriously denied. Why should this be an exception? Have not all men everywhere given a sort of instinctive credence to all accumulations of the past? Beside, few of us are able to think to the bottom, either in religion, politics or pedagogy; so we have no fundamental ideas upon which to build independent practice. We get our opinions as we get the cut of our garments, or the mumps. If this were a Mohammedan country and we the sons and daughters of Mohammedans, every one of us would fall toward Mecca at the call to prayer.

But, if some one should call in question, not only the course of study, whose prescription we have agreed to fill, but the right of any course to exist,—the whole work itself, what shall we say in defense? The doctor would justify his work on the broad ground of promoting happiness; the man who makes spectacles likewise. We dare not deny their claims,

for we may get the toothache, or become nearsighted from much poring upon books. But where shall we, school teachers, base our work? Shall we, too, put it upon the happiness basis? Let us try.

Educated people are happier than others, and so the more you educate a man the happier he becomes. He lives more,—sees more, hears more, feels more. The simple and unlearned are the sad people. Unsatisfied and restless, they grope about for something new and better. Faith, hope and contentment are not theirs, nor the delights of science and the appreciation of the beautiful. Neither know they the health which comes from right, scientific living. The scientist sees in everything either Matter or Force, delights in analyzing all things and detecting the laws of their being and the reason of them in the mighty fabric. May we not express it as dogmatically as the doctor, that we promote happiness? Will any one doubt? and did we not even make the doctor? Let us see.

Ever since our first parents plucked and ate the fruit of the tree of knowledge and became gods in knowing good and evil, men have doubted this pedagogical dogma. These doubts and fears have formulated themselves into the adage: Ignorance is bliss. The old Hebrew preacher, who "gave his heart to know wisdom," exclaims at the sunset of life, "In much wisdom is much grief; and he who increaseth knowledge increaseth sorrow." What the old seer said has been said often by philosopher and poet at the close of busy day. Almost everybody sings of the happiness of the ignorant period of his life.

The learned live more than the simple, common folks? Possibly. But to live is to suffer and enjoy, and to live much is to suffer much as well as to enjoy much,—numerator and denominator multiplied by the same number. Make a man's nature more mild and tender and he will feel more sharply the sneers of the world; if he loves much, he will weep much at the loss of his loved ones, and if his sight be clear, he will see evil as well as good. The same tree has fruit of good and of evil. Much supply means much want, and the less we have the less we lose. Would a Hottentot lady sit down and cry because she has not a new bonnet or an opera glass?

The learned enjoy more? Hardly. True, the simple, unlearned man does not analyze much, but he, too, sees and hears and feels. He sees the great out-doors, and Nature in her large strokes of beauty and power. Through all, he feels the pulse-beats of the great God who

bent the blue over the earth and sprinkled it with "star-dust," and who sits above and beyond all, casting lightning or scattering sunshine upon the earth. But he can not analyze. How can he enjoy the beautiful dome without analyzing the spectrum,—rays of long wave-lengths and of short, absorbed and transmitted rays? Which does he get? How can he feel the thrill of "Annie Laurie" or the soothing wail of "Sweet Home" who knows nothing of timbre or even sharps and flats? Not so with the scientist. Where the untutored man sees nothing, he sees adhesion and cohesion pulling upon molecules and atoms. Where the one sees the crags and peaks of his own native land, the other sees old Huronian or Laurentian thrusting his naked elbow through layers of dried mud. One sees a great God holding his hand over sky and land and sea, having in his keeping the lightning and the wind, fate, future and his beloved dead; the other sees effect, of Force upon Matter. One is reverent, the other eager and curious; one submits to the inexorable, while the other in painful anxiety plays tag with the elements, declaring that they too are subject to law. The simple man does see beauty, and too much analysis destroys it. Do not tell me that the dimple in the cheek of a child is caused by the absence of a tooth. I don't wish to know it!

But the unlearned does not enjoy the health which scientific living insures, nor can he heal himself and others. True, he can not make a set of false teeth, but he can bite off the doctor's forceps with his natural ones. He has no need of glasses, because he can see, and a wig he can not use. Our civilization creates wants that it may supply them; sicknesses that it may cure. First the toothache then the dentist; near-sightedness first then the spectacle-maker.

What shall we say to these criticisms? Shall we abandon the happiness claim, and admit that "the eye is not satisfied with seeing nor the ear filled with hearing?" Or, shall we deny the multiplication, and assert instead that education *adds* to numerator and denominator the same number and so increases the value of life? Let us try another.

If we only knew what life is for, we could better say what our work is for. "Teach them what men and women should know" is almost useless direction when we don't know what men and women should be. Who has commission enough to tell us? What is "our destined end and way?" and we will refer our work to it. But perhaps we may never know. A prominent educator in this state said a short time ago

that "discontent" was desirable. Perhaps, it is everybody's business to be dissatisfied, and ours to promote this condition. On this basis, then, let us lay our work and at least the boys will admit our success; for they must regard it as a horse would regard the manufacture of whips.

"But," it may be said, "although dissatisfaction may be desirable as the measels in bringing a wild boy to sobriety and good resolves, are there not other things more desirable,—activity, progress, enjoyment and many more?" Yes; there are many things desirable, but as these things should all be together in right degree and proportion, and as we can see so little a spot at a time, we can do no better than blow and trust to the bubble to assume right shape according to its nature and surroundings. So was the tree slowly urged out of the ground, assuming the best shape it could; but the kind was determined in the germ.

Activity is desirable, but behind it is dissatisfaction. It prompts the flow of water, the sweep of air and the quiver of the solid earth. It exerts pressure upon every inch in every direction. It is during that portion of the twenty-four hours in which a man seeks to satisfy himself that he is useful or hurtful. A sleeping man is only an automatic breathing machine. He does not live; he only is; and is nothing. Dissatisfaction is life. If there were no hunger to satisfy, there would be no agriculture; but for dissatisfaction with the weather and with processes, no manufacture. If there were no truth to seek, no love to make, no craving for beauty to satisfy, and no hunger and thirst after righteousness, there would be no literature, no fine arts, no philosophy, no religion. The silence of death would cover the earth.

All progress comes from dissatisfaction. If people had been satisfied with the wooden dibble and the hand sickle, we should not have had the seeder and the binder. The steam engine whose "neck is clothed with thunder" is the product of dissatisfaction in man. A live man is a dissatisfied man, trying to satisfy himself.

But not only to these forms of activity is dissatisfaction necessary; it is also needed for enjoyment and contentment, (which must also have some activity else the greatest contentment were not to exist). Who would know of light if there were no darkness? We know the right hand by the left. We enjoy a good fire by means of cold weather, and darkness helps the light to light. Will a farmer be thankful because the bowlders in his field have no roots? Therefore, whatever opinion

the pot may have of the potter and his design,—whether it be active or contentment—dissatisfaction gives impulse to one and makes the other possible.

But, admit the usefulness of this condition as an element in growth, the question of our usefulness still remains. What can we do? Can we "make straight what God hath made crooked?" Only yesterday we heard a man say that a wire fence is a necessary evil. Are we also that? How shall we account for the Lincolns and the Johnsons? Did they escape us, or did they become dissatisfied by us at longer range? Otherwise, why not let every man learn to read from his wife, and so become President?

"When the proper material is brought to the growing part, growth takes place," says Prof. Gray of plants. We may bring "material" to the "growing part" if we know its cravings; and this is much. But how can we bring about growth in the part? Bringing "proper material" may irritate to growth if the sleep be not too deep. In early colonial times the good people of New England who "feared God and kept their power dry," had a church officer whose business it was to "keep children quiet and the old folks awake. He was provided with a staff of office having a knob at one end and a feather brush at the other. With the knob he knocked the heads of the men who slept, and with the brush he tickled the noses of the sleeping women." If we can waken and excite to growth, we do well, and it is not necessary to say to teachers that it takes tact and skill to use the right end of the staff.

We intended to say something about methods, but must let that go. There are, "best ways," but they are often dead men's clothes, or the tools of the masters. There is something strange about methods. There seems to be great difference of advantage in them, and yet people have learned to read well without any perceptible method. Perhaps, there is such an abundance in a civilized community that everybody happens to get all he can hold; it rains on roofs, on roads, on rivers and on the great sea. The Lincolns and Johnsons outside of school get showers. The air is full of objects, subjects, and mixtures of method. Yet, a good method, the result of my thinking and experience, is always of value.

Our work is, perhaps, appreciated as it should be; yet there are many cutting remarks and pictures. They may be justifiable. Why

should not we become small and bigoted who deal in capital letters, terminal marks, hyphens and apostrophes? Maybe we are "guide-boards that go not the way themselves," but it is the business of a guideboard to stand and point — some of us change standpoint often enough. Then, too, people instinctively undervalue the acquired power which we seek to impart. A boy will admit that he was thrown because the other boy had been more diligent in practice, but because of superior *native* power — never. Did you ever hear anybody say: "I am not prepared to talk on this question, as I never thought of it before I was called on?" A clear-headed institute conductor used to say that he had known *teachers* purposely to remember wrong the amount of time spent on a lesson, because they wished to be considered able by means of wild natural grip, to act on short notice, without preparation.

If our work is to suggest, to awaken, then is it great. And from this quickening will follow power, knowledge, skill,—these three. But we have need to pray the prayer of the old king: "Lord, give us great thoughts!"

Alexander Corstoet.

WHITEWATER, WIS.

THE USE OF SCHOOL LIBRARIES.

There does not seem to be any very well established consensus of opinion either as to the results which a teacher ought to secure in his pupils from the use of the public school library, or as to the best methods of procedure to secure desired results. Evidently, however, large demands will be made upon the effort and skill of the teacher. In a recent report the Superintendent of Boston schools urges that instruction be given in the schools as to the best methods of reading good books, and he adds: "How to read a book — an entire book — is an acquisition made by few, and never, so far as I am aware, systematically taught in the public schools." Cha's Francis Adams in speaking of the city library of Boston says, "We (the library officials) can not know enough of the individual scholars to give them that which they personally need, and which only they will take; you can not feed them until you know what they like, and that we, in dealing with the mass, can not get at. You teachers, however, can get at it if you only choose to do so." Plainly manifesting a similar view, Mr. Baldwin in his Book Lover

says, "No teacher who is not himself a knower of books and a reader, should presume to regulate and direct the reading of others." Evidently these gentlemen expect the teacher to direct the reading of pupils in detail as to both matter and method. They would not with Ruskin "turn a girl loose in a library on a rainy day and leave her to care for herself." And, indeed, the idea that we have but to lay before children good books and leave nature to do the rest, is open to serious objection. It is true that children early manifest individual tastes in respect to reading, and that these tastes can not be safely ignored. But it by no means follows that, because they are left unaided, children will the more safely and surely discover the material best suited for nourishing these tastes to a healthful growth or use that material in the wisest way. In all his other work we find that the pupil profits by judicious guidance, and no valid reason can be found for neglecting it in respect to his reading. Especially will help be needed by those whose minds have been depraved by "pen-poison," aptly so called, and whose tastes have been perverted by the stuff called harmless literature. Certainly a responsibility rests upon the teacher in this matter — a responsibility which is all the greater because, as yet, he finds so little outside of his own experience to help him in meeting it.

High literary attainments on the part of the teacher would no doubt contribute to the effective doing of this work; but no earnest teacher need he discouraged because he lacks such attainments. If he has but awakened to the fact that there is a higher realm of pleasure in books, and has himself come to hunger for good reading, he will give to his pupils a companionship stimulating, helpful and productive of good, though he and they together may sometimes fall into errors from which greater knowledge on his part would have saved them.

And now let us notice more specifically some of the things toward which the judicious teacher will direct effort in the use of his library. With every pupil the first need is that he be led to find something to read which he will read with pleasure. That "something" may be merely the story of Aladdin and his Wonderful Lamp; but whatever it be, provided only that it be wholesome in character, it is good for that pupil simply because he finds pleasure in it. And from this beginning, if the steps of his progress are rightly chosen, he may advance with continually increasing delight until, with Richard de Bury, he finds in the noblest books, "the four-streamed river of Paradise." But some

one asks, "Do you then advocate mere reading for pleasure?" Certainly not. What is here advocated is first the finding of pleasure in reading, and then the cultivating of the power to read with pleasure what one ought to read.

From the beginning the child should be taught to be perfectly honest in his literary likes and dislikes. If, for example, he cares for nothing but stories when he should have advanced to the pleasurable reading of history and poetry, let him say so. It will at least save him from falling into the prevalent and disgraceful pretense to literary taste. And besides the acknowledgment of inferior taste will probably carry with it a desire for improvement and open the way for elevating his present standard. While he does not now appreciate the choicest literary works, and while he freely admits that he feels no interest in them, lead him to hope and to expect to learn to like them. Help him to understand that there is a definite process by which he may arrive at this result. Let him choose for his reading books that are somewhat above the plane of his present mental acquirements. Each one of these, as it is mastered, will strengthen mental fibre in him, and prepare him for another advance. This process of "reading upward" will bring its own reward in conscious growth, and in time will bring within the circle of his grasp the richest and best that literature has to offer him.

The reading which we ask children to do must be carefully adapted to the progressive development of their minds. In Baldwin's little work before mentioned is found a suggestive outline of reading for a child which clearly illustrates this thought. I quote it with some omissions. "Very early in child-life comes the period of a belief in fairies, and the reading of fairy stories is to children a very proper, nay, a very necessary thing. As your little reader advances in knowledge and reading ability, he should be treated to stronger food; as for example, "Grimm's Household Stories," the "Wonder Stories" of Hans Christian Andersen, Kingsley's "Water Babies," and "Alice's Adventures in Wonderland." And while he lingers in the great world of poetic fancy and child wonder, let him revel for a while in those enchanting idyls and myths which delighted mankind when the race was young. Then by natural transition you advance into the border-land which lies between the world of pure fancy and the domain of soberhued reality. You introduce your reader to some wholesome adaptations of Mediæval Romances, such as the "Boy's King Arthur" and Bulfinch's "Age of

Chivalry." Next let him read such books as "Ivanhoe," and Howard Pyle's "Story of Robin Hood." He will now demand some authentic knowledge of Richard the Lion-Hearted and of the other historical characters of whom he has read. Lose not the opportunity, but pass over with your pupil into the promised land of truth and history.

It will often be necessary to restrain a tendency to flit from book to book, without gaining an intimate and familiar acquaintance with any. It can not be too often repeated that a few good books read again and again, and absorbed into one's being in language, thought and spirit, will benefit one more than hundreds skimmed through and forgotten. With Ruskin let us teach that, "No book is worth anything which is not worth much; nor is it serviceable until it has been read and re-read, and loved and loved again." It is such reading only that will open to one "the life-giving power of a great book, that makes it the most remarkable and victorious means of lifting an intelligence to the greater and truer heights of thoughts and being."

The literary taste which will contribute most to the happiness and usefulness of the ordinary man or woman is not exclusively æsthetic and artistic. It is full of human sympathy. It delights in purity, sincerity and simple beauty. Such a taste will not always respect the judgment of the critics; and, for example, may even venture to prefer Whittier to Byron and the Vicar of Wakefield to Wilhelm Meister. To aid them in forming such tastes is not the least valuable service which we may render to the pupils under our care.

In the beginning children read as they play, merely because they find pleasure in the act. But as the play must give place to purposeful work, so the reading must take on definiteness of aim. And in nothing will the young reader more need assistance than in forming the habit of holding before himself a fixed end toward which he systematically and methodically directs his reading.

The use of the library for purposes of reference in the investigation of different subjects is closely related to the ordinary study and recitation work of the school, of which indeed it is coming to be recognized as an essential part. The ability to USE a library — to get from it promptly and exactly what is needed under any given circumstances, is of the highest practical value in many vocations in life; and besides cultivating skill in this direction, the work of collating facts and judging of their bearing, of collecting and comparing opinions and testimon-

ies and of determining their relative value, affords invaluable mental training.

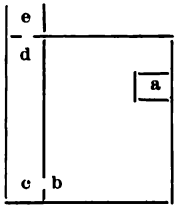
The foregoing enumeration of points toward which effort should be directed in the use of a library does not claim to be exhaustive; rather is it designed to be merely suggestive. Any careful consideration of the subject, however, brings forcibly to mind the need, on the teachers' part, of systematic knowledge respecting what his pupils have read and are reading. I venture to suggest that a special record of this work will be found profitable. Early in the course list the pupils of each class in a suitable blank book. Each month enter opposite each name the pupil's reading for the month. Keep well in mind with the class what pupils of their grade ought to read; and arouse in them an ambition to record a creditable amount of standard reading. Pass this record on from grade to grade as the class advances, continuing the entries as before. Such a record would seem likely to prove valuable both as a stimulus to pupils and as a basis of judgment for the teacher in directing their work.

Dwight Kinney.

BLACK RIVER FALLS.

NOTES ON THE EDUCATIONAL EXHIBIT AT PARIS.

One of the main entrances to the exposition was that nearly opposite the Hotel des Invalides. As you passed through the gate one of the first buildings to attract attention was a modest looking, two-storied brick structure with a red tile roof. A single word was chiseled over the door, viz., *Ecole*. The building was a model school building filled with model school apparatus. The entrance was on the left hand corner. Passing through the door you entered a hall which led straight



a. Teacher's desk.
b. Entrance from hall to school room
c. Entrance from street.
d. Entrance to porch and Jardin d' Ecole.
e. Porch.

through the building to the Jardin d' Ecole behind. This garden, or play ground, was a large enclosure, well graveled. It contained an abundance of physical apparatus, such as trapezes, parallel bars, lad-

ders, etc. A long porch extended from the back door out into the play ground, and this porch contained sets of dumb bells, indian clubs, wands, etc. It served as a gymnasium, as a play ground in stormy weather. It also contained numerous charts illustrative of zoology, geology, chemistry, and also chemical apparatus, and was evidently intended to be used as a laboratory. It was a very useful porch. In describing apparatus, charts, books, etc., I may have occasion to mention those noticed in other departments besides the model school. On the hall way was hung a series of charts on geology. The cuts were executed in a wonderfully lifelike way. You would expect that of the French, for their mechanical work is almost perfect. One chart showed a glacier, smaller cuts, in the corners, exhibiting the mechanical effects of glacial action. Another represented Fingal's cave, and smaller cuts showed various forms of igneous action, still another pictured an Icthyosauros, and so on. Another series illustrated zoology, showing, for instance, the skeleton of a fish, its different organs, and describing how to proceed in dissecting it. One of these showed by nine cuts the different stages in the development of an egg.

In botany there were charts of useful plants, and of noxious plants the pupils being expected to name the good qualities in the one case, the evil in the other. One set represented the edible mushrooms and side by side the poisonous varieties. There were also paper models of different classes of plants; as, plants furnishing oil, fibre, tinctures, etc. Side by side with each of these were dried specimens of the plant. There were pasteboard models of a locomotive, a marine engine, a stationary engine. These models were furnished with movable parts so that the action of the piston and eccentrics was clearly seen.

As you enter the school room the desks attract attention. These desks do not compare with those of American manufacture in symmetry and beauty of finish, but they excel in utility. They are provided with foot rests which can be raised or lowered, and the seat also can be raised or lowered, thus furnishing seats adapted to the varying heights of pupils. This idea might well be adopted by American manufacturers. Numerous text-books cover the desks. These are not unlike our American text-books in general appearance, but their contents have but one purpose—to make known France. It is the French Republic, first, last and all the time. I picked up a primary geography; and by far the greater part of it was given to France and

her colonies. It was precisely so with geographies of higher grade, only maps were used to a greater extent. For instance: there was a topographical map of France, a few pages on a hydrographic map, then a political map, then a historic map, next an industrial map, and so on. The histories glorified France, the arithmetics used examples especially pertaining to the industries of the country. These expressions, litres of wine, bottles of oil, grammes of silk, are repeatedly found on the pages of the arithmetics.

A prominent object in the room was a globe covered with liquid slating. The outlines of the continents were dimly traced in red, but the tracing of rivers and mountains, the location of cities, etc., were to be filled in by the pupil with crayon, which could then be erased, leaving the globe ready for the next pupil. On the walls were charts and maps in endless variety. There were iron ore charts. The different kinds of ore were fastened on the chart; accompanying these were cuts illustrating how iron is mined; how smelted; how rolled; how changed into steel. Similarly there were charts of petroleum with bottles filled with oil in different stages of refinement, bottles containing the different products now obtained from petroleum, also specimens of the rock from which it is obtained. On different sides of the room were hung charts of copper, lead, zinc, tin, paper, linen, wool, earthenware. There were also industrial charts. These were twelve in number, and any teacher could construct similar ones representing the industries of our own country. These charts were all of the same size, 4 or 5 inches wide and 2 ft. long. The first chart was headed Vigne — Wine. At the top was a picture of a cluster of grapes; below it was a short description of the vine; below that a bottle filled with wine, and under it a single line, which translated, would read "juice of the grape fermented;" under this was a single bottle containing cream of tartar, with a short explanation stating how it is formed. Next was the hop, treated just as the vine had been, as regards description. The bottles contained yeast and beer. Next was the apple. There were two bottles on this chart, one containing cider, the other containing pomace. Chart No. 4 was headed Alcohol; one bottle contained this liquor, another brandy, still another vinegar. The olive came next. The bottles contained specimens of different varieties of olives, with accompanying descriptions; also specimens were given of plants from which an oil is obtained which is fraudulently sold as olive oil. A brief but accurate description was

given of the difference between the genuine and spurious oil. Next was milk. At the head of the chart was a cut representing a g rl churning. The three bottles on this chart contained milk, cheese, butter. Then came clay; a specimen of clay was fastened on; also specimens of coarse earthenware and small tiles. The next three charts contained specimens of kaolin, feldspar, silica, and samples of the wares obtained from combinations of these substances. Glass was charted by bottles containing sand, soda, potash, lime, wired upon the surface; also specimens of plate glass, flint glass, lead glass. The last chart was the osier willow, containing specimens of the wood and bark, and also samples of the different ways in which baskets are woven.

Beyond this set of charts was a map of the world, in which each country had fastened upon it a small socket, in which was placed the flag of that country. This plan affords an enjoyable and easy method for learning the colonies of the different European governments. There were cases containing the noxious insects of the country. There were several botanical sets, showing the life history of a plant, for instance. A dried specimen of the buckwheat plant was exhibited as it appeared at the end of the first week and at the end of every subsequent week until the seed was ripe.

On all sides was an endless variety of kindergarten work. Clay modeling was especially well represented. The specimens show that pupils are allowed to mold what they please, for there was a great variety of forms, such as birds, nests, hats, caps, dippers, pans, trays containing salt cellars, castor, sugar-bowl, etc. The exhibit of the French Manual Training Schools was the feature of the Educational Section. Of the exhibit of American Schools, it seemed to me the Buffalo, N. Y., exhibit was the most complete and satisfactory.

Geo. L. Collie.

DELAVAN, WIS.

THEORY AND PRACTICE.

EXHIBITS IN COUNTRY SCHOOLS.

I often asked myself if there was anything I could add to my last day exercises to make them more beneficial to my school and more interesting to the community. The exhibit of school-work at the National Educational Association in Chicago in 1887 caused me to try something on a

small scale, in the same line in my school in connection with my "last day" exercises; and it is my experience with exhibits of school-work in a country school that I am going briefly to narrate.

For my elementary class in language, I collect from all possible sources, but principally from children's illustrated papers, a suitable number of pictures from which stories can be written. These, at intervals throughout the term, I distribute to the class for them to write stories about. After the stories have been written, I carefully correct them, and, if necessary, cut them down so that no one with its picture will fill more than one page of foolscap paper. I then paste each picture in one of the upper corners of a page of foolscap paper, around which I have previously ruled marginal red lines, and have the pupils copy their corrected stories on these pages. In this work I require the utmost neatness and accuracy; and if any of it does not come up to the standard, it has to be done over again until it does.

The corrected work of the more advanced classes in language is copied on letter or sermon paper. At the close of the term, I enclose each pupil's work in a pretty paper cover and bring it together with ribbons.

All of my pupils who are old enough to do so are required to write a letter and address its envelope for the exhibit.

The classes in geography draw maps on the best paper they can obtain. Generally this is nothing better than Manilla, but even on this a well-drawn map looks well.

By this course of procedure, I have collected at the close of the term a large quantity of material for the exhibit which I arrange so that it will make as handsome and imposing a display as possible.

Now for the results: On the part of the pupils there has been better attendance, increased interest in school-work, and greater ambition to do as good work as possible; on the part of the parents, there has been a larger attendance at the "last day" exercises, a more thorough appreciation of the value of what the school was accomplishing, and a greater desire to sustain a good school. Of these facts I have received many proofs. The larger boys who are compelled by the demands of farm-work to leave school early in the spring, now remain in school longer than heretofore; and when they finally have to leave, they ask for work to be assigned them so that they can prepare it during the evenings at home. Knowing that their work is to be examined is a strong incentive to the pupils to painstaking effort. After the exhibition,

most of the work is kept with the family *lares* and *penates*. In one family, it lies conspicuously on the parlor centre-table; in another it adorns the parlor walls; in another it is sacredly kept with the children's keepsakes. One little girl who had written a story from a picture begged me for a duplicate picture as she wished to translate her story into German, and send it to her mother who still remains in Germany. Other illustrations of the beneficial effects of my exhibits of school-work could be added but the foregoing are sufficient. Perhaps I ought not to omit that they have also been instrumental in obtaining for me higher wages and a more secure tenure of office—a result that most teachers will consider the most important of all.—*A Country School Teacher in Popular Educator.*

OFFICIAL DEPARTMENT.

WISCONSIN TEACHERS' ASSOCIATION—EXECUTIVE SESSION.

SENATE CHAMBER, MADISON, DEC. 26, 1889.

Convention convened at 8 P. M. President Harvey in the chair. Prayer by the Rev. Dr. McAtee.

Paper: Teachers as Eclectics, Isabella Lamont, Madison.

The teacher of to-day may reap where he has not sown. In reaping the fruit of experience he should prove all things and hold fast to the good. Results depend largely on the proper application of principles. Pestalozzi disregarded the minutiæ of application of right principles and for this reason frequently failed. His enthusiasm for his principles made him indifferent to method. Do we not to-day sacrifice matter for method? The letter killeth but the spirit giveth life, yet the letter is necessary. System and method are necessary but these things are dangerous reduced to a fine art. None of the methods of teaching reading are wrong but all are incomplete and the teacher who has not learned all does not know the advantage of being an eclectic. Know what you wish to teach and teach it in your own way. Be yourself. Lessons copied from other teachers will be lacking in life touches. Following out specified work in specified ways is a grind and makes machines of pupils and teachers. The individuality of the teacher is the potent force. What a man is, counts far more than what he does. Supervising officers should not limit the individuality of the teacher.

Address: Normal Schools in the United States. Ex-State Supt. Edward Searing, Mankato.

The history of normal schools during the past quarter of a century has been a striking one of growth in numbers and popularity. These schools have spread over the entire country. Every northern state has from one to twelve,

to say nothing of those in the south. The entire number of public normal schools in the union is now nearly 150. These have, in general, large and well appointed buildings, liberal appropriations and good-sized faculties. They are also overflowing with students. Buildings originally erected have in many cases proved inadequate to accommodate the throngs of pupils seeking admission. In Wisconsin the buildings for the first three schools organized were soon doubled in size to meet the rapidly growing needs.

Whatever may be the real characteristics of normal schools, that they are popular cannot be questioned. Their popularity, moreover, does not seem to be ephemeral. Their history for fifty years seems to prove this. Never so numerous before, never so crowded with students, never before obtaining legislative appropriations so readily, never before co-equal geographically with our whole vast territory, they must surely, at the end of a half a century of trial with such results, be entitled to claim enduring elements of popular favor — they must surely possess elements that supply a popular need.

They are well equipped and well managed schools for secondary or academic education. Their course of study and their teachers afford unsurpassed advantages for reviewing and mastering the common branches, and for pursuing literary, mathematical and scientific studies substantially up to the beginning of a college course.

The normal schools are unlike the old academies (which began to decline with the rise of the normal school), in the following respects:

1. They receive only such pupils as have reached a certain grade of attainments and who expect to be teachers.

2. They are not schools preparatory for college and they have in consequence fewer young men of superior ability and promise than were found in the better class of academies.

3. As in this country teaching has fallen largely into the hands of women, those preparing for the work are, in a large majority, young ladies, and they are in consequence relatively more numerous in the modern normal school than they were in the academy of the past.

4. The normal school differs from the academy in having a large element of a distinctively professional character, super-added to, and to some extent interfused with, the academic work already referred to.

5. The normal school being known as a training school for teachers and being therefore the source to which school officers naturally look for aid in filling vacancies, it becomes an educational bureau for the supply of teachers.

Normal schools were unquestionably established for the improvement of the qualifications of the thousands of teachers of country schools as well as those of cities and villages. In the 5,000 country districts the wages of teachers are so low, the school year so short, the tenure so uncertain that they in general offer no inducement whatever to graduates who have spent three or four years' hard work in preparation for the teaching profession.

In conclusion I ask for the department of the public school system which is represented in this paper the considerate judgment due to the peculiar and

complex conditions which surround the normal school problem in America, and which are easily misunderstood. Those representing the different educational sections of the state system have a common interest in the harmonious upbuilding of the whole. Let criticism be slow and kindly. Let the recognition of sincerity and earnestness and devotion, given to substantially common ends, precede the recognition of possible unwisdom in judgment as to methods. The future may show us all following some delusive lines. May it not convict us of a lack of the outranking virtue of charity.

President Harvey announced the appointment of the following committees:

On Enrollment — Wm. J. Desmond, Geo. W. Reigle and Jno. E. Riordan.

On Resolutions — J. T. Flavin, R. H. Halsay and E. R. Johnson.

On Honorary Members — W. H. Beach, H. C. Curtis and A. F. Rote.

Adjournment.

Friday, Dec. 27.

Meeting called to order by President Harvey at 9 A. M. Prayer by Asst. Supt. W. H. Chandler.

Report of Finance Committee: We, the committee appointed to audit the accounts of the retiring treasurer, W. S. Axtell, would report that we have carefully examined the same and find them correct.

W. M. POND,
C. W. CABEEN.

Adopted.

By Albert Salisbury.

Resolved, That the first order of business this afternoon be the consideration of proper action regarding the National Educational Convention to be held at St. Paul and the reception of a report by the special delegate of the management.

Adopted.

Report of Committee — "How can the Organization and Work of the Association be made Effective in Promoting Educational Interest?"

1. That committees be appointed to investigate present methods of dealing with various branches of learning or with phases of school management in our best schools and report thereon.

2. That committees be appointed to investigate and report on the general management of some of our educational institutions.

3. That more care be exercised in selecting persons to present papers to the Association and in the selection of topics.

4. That the president obtain the points which each speaker intends to present in his paper and embody these in a circular mailed each member.

5. That the advisory committee have printed and distributed as widely in our state as possible those reports and papers which are found most worthy of distribution and that the Association endeavor to secure an appropriation by the legislature for this purpose.

6. That the constitution be amended so as to make it the duty of the Advisory committee at each session to arrange with the president the chief features of the program of the next.

7. That a Reception committee be appointed at each session to assist new members to extend their acquaintance.

8. That one evening of each session be given up to reunion with old friends and to sociability.

L. H. Clark,
Grace Darling,
J. T. Flavin,
Committee.

Discussion: S. Y. Gillan, W. H. Chandler, G. S. Albee, J. Q. Emery, L. H. Clark, A. Salisbury. The discussion was mainly on the question whether programs should be prepared by the Advisory or the Executive committee.

Paper: Method. Pres. Duncan McGregor.

Success in teaching depends upon at least three things, matter method and faith in the potency of teaching. Method as much as any one thing determines success in school work. A method of study makes the scholar or the scatter brain. Methods of instruction produce interested intelligent learners or repositories for "vocables."

The method that makes the pupil do most for himself is best. Cramming, "that species of intellectual feeding, neither preceded by appetite nor followed by digestion" we justly condemn. Method ceases to be good when it is stereotyped. Ready made methods are like ready made clothing, they fit poorly. Methods of school management are certainly improved. It is easier to "keep" school than ever before. *Teaching* can never be easy work but it may be pleasant. Wordy methods are to be avoided. "He that hath knowledge spareth his words." The motto of the Port Royalists of the seventeenth century is to be commended—"Patience and Silence." There are teachers who talk their schools into torpidity and are literally killing themselves by overtalking. Aim to make a short question elicit a long answer. The Socratic methods train teacher as well as pupil and have some advantages over the topical method. The free use of explanations is objectionable. A Doctor of Divinity, who annotated the Pilgrim's Progress to make it clearer, learned that his hired man found it "a vera clear except the notes." There is explanation that only makes obscure. Learning to know things is largely discovering differences and identifying likenesses, and method should cultivate this power. With all our knowledge of method and skill in adapting instruction to the capacity of the pupil, results will not be commensurate with effort without the vivifying that comes from frequent reviews. Dr. Arnold's great strength was his power to vivify his work by constant review. He learned each lesson anew before going to his class, preferring that his pupils should drink "from the living stream rather than from the stagnant pool."

Successful class teaching comes from a respect, a reverence for each individual in the class, an abiding faith in the possibilities of lifting up even the dullest and most incorrigible pupil into a manhood and womanhood worthy of esteem. Such faith will remove at least some of the mountains that overshadow our profession.

Report of Committee: What can this Association do to Raise the Standard of Professional Ethics Among Teachers? R. B. Dudgeon, Chairman.

A code of ethics among teachers, should consist of duties of teachers to the

profession, to each other, to the board of education, and to the pupils, to the people. The report specified what consisted of unprofessional conduct on the part of a teacher. The following recommendations were made by the committee:

1. The appointment of a special committee whose duty it shall be to formulate a code of professional ethics for this Association, and to present the same for consideration at a future meeting.

2. The adoption of such a code by this Association, which code shall be subscribed to by all members, and for the observance of which the members shall be held accountable to the Association.

3. The amendment of our by-laws so that the appointment of a standing committee on ethics may be provided for, whose duties shall be clearly defined in the report of the special committee on ethics.

Report adopted.

Paper: Desirability and Means of Elevating the Standard of Qualifications for Common School Teachers. Supt. A. J. Smith, Waukesha.

After contrasting the live teacher with the mere school keeper, suggestions were made of means of ridding schools of "keepers" and raising the standard of qualifications of teachers of common schools. The term of office of county superintendents should be extended to four years so that a policy of dropping teachers of inferior attainments might be fearlessly carried to completion. The legislature should repeal all provision for limited third grade certificates. Such certificates should not be issued under any circumstances. Third grade certificates should be limited to two years after which time holders should be required to write for second grade certificates. The qualifications of holders of certificates should be uniform throughout the State, and legislation is the surest, safest and best means at hand for elevating the standard of qualifications of common school teachers.

Discussion: Prin. J. A. Williams objected to a statement made in a former paper that nine tenths of the applicants for positions as principals were interlopers trying to get the incumbent out. G. S. Albee called attention to the fact that the requirements for certificates were constantly being raised and thought an abolition of third grade certificates unwise. The problem was how to stimulate the holders of third grade certificates to go up higher. Feeble ideals, wrong conceptions of professional aims must be corrected in holders of this lowest, tentative grade of certificate.

Supt. Jno. Nagle said that if the law prohibited the issuance of limited third grade certificates, county superintendents would be relieved of much annoyance by applicants and their friends. He honored the holder of a third grade certificate when the branches required were thoroughly learned. Holders of this grade are often among the best teachers.

Pres. A. Salisbury called attention to the fact that algebra is the principal branch making the difference between the second and third grade certificates. Would it not be wiser to make the difference one of percentage?

Supt. Chipman said that the examiner had it in his power to depress or raise the standard so as to let in or keep out teachers. It is of little value to the teacher of grammar to know astronomy and it is unwise to too strongly direct

attention of common school teachers to branches they are never to be called upon to teach.

Prin. E. R. Johnson said that the summer schools established by teachers throughout the State were evidence that teachers desired more professional training such as institutes furnish.

Asst. Supt. W. H. Chandler said that the Association should commit itself regarding the legislative remedies desirable for the evils specified in Supt. Smith's paper. He strongly condemned the issuance of limited third grade certificates. It was responsible for practices that had demoralized the public schools. It is time for the legislature to wipe out the provision. The department of education had come down from the four week institute to the two day institute because it had concluded to limit institute work to purely professional work and leave the academic work where it belonged,—to the high schools and normal schools of the State. These summer schools that are springing up are no doubt helpful but no one can get a liberal education in them. I move you that Supt. Smith's paper be referred to the Advisory Committee.

Supt. F. W. Cooley said that a county superintendent could figure anyone into a certificate. Legislative action prohibiting the granting of limited third grade certificates could thus be evaded. The real problem was how examinations of uniform character might be secured.

Supt. J. T. Flavin thought the real problem was how to get teachers enough to go round. Limited certificates were granted only under certain conditions and where such conditions did not exist, county superintendents would not be bothered.

After some further discussion by Supts. Chipman and Nagle, the motion of Asst. Supt. Chandler was carried.

Adjournment of forenoon session.

Friday, Dec. 27, 2:15 P. M.

Meeting called to order by President Harvey, who introduced Pres. Edward Searing, of Minnesota. The special order of business being the consideration of the coming meeting of the National Educational Convention at St. Paul, President Searing appeared as a delegate of the management of the convention. He spoke urging a large attendance at the convention enumerating the many attractions of the trip and the stay at the twin cities of the northwest. The places of interest in the state of Minnesota were briefly referred to and the numerous side trips and delightful excursions to be arranged were described. The people of the twin cities were already alive to the importance of the meeting. They are filled with a cordial spirit of hospitality, and have gone to work to make the meeting the greatest and grandest National if not International Educational Convention. President Salisbury followed, giving further information, and urging that steps be taken at once to interest members in the meeting.

By S. Y. Gillan.

Resolved, That a committee of five, with President Salisbury as chairman, be ap-

pointed by the chair to arrange for a full attendance of Wisconsin people at the coming meeting of the National Convention at St. Paul.

Carried.

Paper: The Free High School Principal as Supervisor of work in the Grades below the High School. H. L. Terry.

Proper supervision is absolutely necessary to fit either for entrance to the high school or business life. Principals are paid for this work and are expected to do it; yet they very often give their time to work which more properly belongs to assistants or might be omitted altogether.

If special ability is needed anywhere it is in connection with the training of the large number who never reach the high school. Principals of high schools should have some other qualification to recommend them than the fact that they are graduate of some college. They should take advantage of means of getting information of lower grade work, especially at teachers' institutes. Teachers' meetings should be of a business nature, dealing with the actual every day work of the school. Examination of daily work, afterward made the basis of conferences with teachers, is a very effective means of supervision. Effective supervision implies the hearty cooperation and sympathy of the assistants and principal in plans and purposes, and the too common strife is deadening to effective work.

Discussion: C. W. Cabeen. The teacher's work is often injured by injudicious supervision. Supervision that stimulates teachers to outside study and preparation is most valuable. Let such teachers follow their own methods.

C. H. Sylvester spoke regarding the advisability of the principals occasionally hearing classes in the primary grades.

J. H. Terry said that he did not confine his actual teaching to the high school department, but took classes in the lower grades during an entire term to keep himself in sympathy with primary workers.

W. H. Williams deprecated the spirit of senility in thinking on the part of teachers who were willing to accept directions from a principal even against her better judgment. It is proper to give suggestions as to method but not to make these obligatory.

L. C. Clark. It is unwise to interfere with teachers who know their business. We are only too glad to get such teachers. It is with the younger teachers who are often eager for advice that we have most to do. Should a young teacher persist in using methods the principal deems unwise, the principal should exercise his authority.

Prin. Haney likened the principal of a high school to a normal school worker. He must not only improve the methods of inexperience, but stimulate study on the part of teachers. Wise supervision is most fruitful.

The discussion was further continued by C. R. Showalter, P. H. Hewitt, and others.

Paper: The Function of the Free High School in Training Teachers for the Common Schools. J. W. Livingstone, Sparta.

The training of these schools should lead pupils:

1st. To see clearly that the twofold purpose of education is to develop power to think and to give something worth thinking about.

2nd. To note the natural and necessary order of mental development.

3rd. To gain some idea of the evil effects of neglecting or stunting any one of these powers.

4th. To follow the manual far enough to grasp its wise plan and worthy purpose.

5th. To perceive in each study the salient and essential points. To recognize the necessity of well defined method and the danger of becoming blind imitators.

Finally we must impress upon these young people the thought that far above the training of head or hand comes the true heart training.

Paper: The Culture which the Common School Gives. Supt. Jno. Nagle.

The common school can best serve the interests of the state by giving attention to the needs of the individual. A man competent to manage his own affairs will do his duty to society. The school cannot develop a good citizen unless through the intermediate stage of a man with powers cultivated for his own good. The discipline which gives strength is gained through searching for knowledge, and there is no actual knowledge gatherer unless what is learned is understood. If we have in mind making the school work a benefit to the future man, we cannot fail to recognize the different stages in the development of the child which lead to the cultivated power of systematic knowledge-getting. Each stage must be regarded as an end in itself until completed, when it becomes a means toward the attainment of the final and desired result. The recitation is the first step in formal knowledge-getting. It should have a definite end and should receive exclusive attention until that object is attained. There is moral development in doing the duty of the hour. To forbear at the bidding of duty is to strengthen character by the aid of habit. The common school is not a failure because its possibilities are not yet realized. The measure of its efficiency is steadily increasing. If we as teachers would study our own past, we would be more in sympathy with the child and be better able to assist him.

His Excellency, Governor Hoard, being present, was introduced by President Harvey and addressed the convention.

If there be ever a time when an earnest man should feel inspired, it is when he is called upon to address the teachers of youth, the vice gerents of God in training the youth. There are two kinds of talent, and both are thinking toward expression. One finds expression in words and makes orators and authors and poets. The other formulates deeds, and gives us the great masters in architecture, in painting and executive control. Teachers train toward expression. Theirs is the mission to stir to life the dormant power to think in words or deeds. We can not too highly value the mission of the teacher or the log school house of which my friend Nagle spoke. A time is coming when the interests of that school may become an issue of politics and I trust your influence will be strong to uphold the cross road school,—the only window through which the farmer's boy may look forth on the green fields of knowledge, the only uplifting influence that reaches the lives of thousands of our youth.

The President read a telegram of greeting from twelve hundred teachers assembled in convention in Kansas.

The appointment of the following committees was announced:

Committee on Code of Ethics for Teachers — R. B. Dudgeon, Ada Ray Cooke, C. L. Harper.

Committee on National Educational Convention — A. Salisbury, E. R. Smith, A. J. Hutton, W. H. Halsey, J. Q. Emery.

Chairman Hardy made a verbal report of the Executive Committee, announcing that there would be no summer meeting of the Association.

Moved, that the Executive Committee nominate a representative of the Association at the National Educational Convention at St. Paul. Carried.

Moved, that appropriate response be made to the telegram of greeting from the Kansas State Teachers' Association. Carried.

Moved, that the Executive Committee appropriate such an amount of money as mav be necessary to cover the expenses of the Special Committee on National Convention. Carried.

Adjournment.

Evening Session.

Meeting called to order by President Harvey. Supt. Hardy of the Executive Committee reported recommending Supt. Jno. Nagle of Manitowoc as representative of the Association at the National Educational Convention to be held at St. Paul. Report adopted.

By Pres. Salisbury:

Resolved, that a committee of three be appointed by the President to thoroughly investigate the present state of progress in the education of feeble minded youth, and make a report on the subject to be presented one year hence and thereafter publish for public information.

W. H. Chandler moved to amend by adding that the committee so appointed act in place of the Committee on Feeble Minded Children which committee be discharged from further service. The motion as amended was carried and President Harvey appointed as such committee Albert Salisbury, W. D. Parker and W. H. Chandler.

By S. Y. Gillan:

Resolved, That the secretary be authorized to expend the sum of five dollars in printing copies of constitution and rules of the Association. Carried.

By G. S. Albee:

Resolved, That the report of L. H. Clark read at the forenoon session be adopted. Carried.

Paper: History in Grades Below the High School. Grace Darling.

The limited and inefficient work in the line of historical instruction in our public schools, thus serving as a poor foundation for the training of teachers of history and preventing until late in the university course the independent and philosophic discussion of historical questions. Necessity of some definite plan for the organization of graded work in history in our schools because of the ethical element involved in historical instruction and the need of the development of the altruistic spirit. Limitations to work in this line because of the lack of a sufficient number of reference books suited to the needs of children,

the demands of our crowded course of instruction, the inefficient training and lack of breadth of culture of many of our so-called teachers, the fear that most lines of historical instructions are beyond the mental powers of children and the false notion that the study of history can not be made of disciplinary value. A brief summary of the course of study in the field of history as outlined for the use of schools.

This paper was accompanied by an Outline of Work in History for the first nine years of school work. Of this five hundred copies were printed in pamphlet form and distributed to the members. This outline, starting in with the nursery tales and classic legends of interest in the lowest grades, took in a course of general history, of English history more particularly, and of American history, fully. The matter was prescribed and the method indicated in each grade and at the end a graded appendix of historical reading was printed.

The Association then held an informal reception with music by the Tomasi Mandolin club of Chicago.

Saturday, Dec. 28, 1889.

Session opened by prayer by the Rev. Dr. McKay. The President stated that the minutes of this meeting of the association would appear in full in the State Journal of Education.

President Salisbury, after some introductory remarks, moved the appointment of a committee on Necrology to take suitable action regarding the death of members of the Association during the past year. Carried.

The chair appointed as such committee—G. S.Albee, W. J. Desmond, W. H. Beach, A. J. Hutton.

Paper: The Work of the Free High School as Preparatory: *a.* For a College Course. *b.* For the Active Duties of Life. F. W. Cooley.

There is a wide diversity in the scope of the work compassed by the high schools of this State. The extremes are met in the following classes: One denouncing the work as not practical, the other shaping all work towards the university. The high school is the outgrowth of the demands of the people for more thorough training than the graded schools furnish. Its primary object is preparation for citizenship. The high school occupies middle ground in our educational system, and therefore must connect the lower with the higher school. This calls for general, not technical work. Technical training proper should find no place in the high school. The best preparation for the active duties of life is found in a system of general training in developing the entire individual.

Prin. W. H. Williams commended the supervision of high schools in the State as recently provided for. The high schools of the State are the bulwarks of good citizenship.

Paper: The Organization and Unification of Free High School Work. Assistant Supt. W. D. Parker.

As is the teacher so is the school. In this paper work should perhaps be worker. The organization and administration of the high schools of the State was briefly outlined. There are 161 high schools in the State. 308 teachers-

are employed to teach 9567 pupils. Some of the principals are illy prepared for their work. Rigid grading is unessential to real progress but want of intelligent teaching, of real tests, of the spirit of study, are serious obstacles. We want less optimism, more discussion and less reciting. There must be thinking aloud, spontaneous expression. Remove restraints by gentleness of adverse criticism. The true sequence of studies must be carefully considered. The educational value of branches must be weighed. Principals should build on the mental attainments they find pupils possessed of. Do not wrench the work to fit a course proposed. The local authority should hold the course of the particular school close to sound scholarship by commencing instruction where the previous grade left it as a fact, closing it where a fair minority of students will be pleased to finish and holding as the apple of the eye that large body of pupils who enter but whose circumstances withdraw them before graduation.

Paper: Uniform County examinations. State Supt. J. B. Thayer.

It would be interesting to present the experience and results in this matter in other states. In our State it is provided that certain uniform standards of qualification shall be established in the several counties. These provisions have been largely disregarded. At a recent meeting of county superintendents it was agreed that the State department should prepare the questions for examination. Five sets of questions, graded in difficulty, were sent out and the county superintendent used the grade he thought best suited to his county. The replies received in answer to this experiment indicate a general feeling in favor of uniform county examinations. The fear that the examination may be too difficult or too easy is relieved. The preparation of questions by the State Department is generally approved especially where sets of graded difficulty are provided and where they are used suggestively.

A number of objections to the proposed scheme are made. It is urged that a uniform system of examination should be accompanied by a uniform time for examining and a uniform system of marking questions. It is impossible to establish uniform standard of qualifications for teachers in all counties unless the papers are marked by one person.

If examinations could be held simultaneously throughout the State with uniform questions, certificates would have current value throughout the State, and a uniform standard of qualification of teachers would be promoted.

President Harvey reappointed Miss Rose C. Swart as member of the Advisory committee. He also announced that Miss Darling's outlines on history might be had by members on application to him at Oshkosh.

The committee on Honorary Members recommended Governor W. D. Hoard and ex-State Supt. Searing for honorary membership. Adopted.

By Supt. F. W. Cooley:

WHEREAS: Since the adjournment of the last session of the legislature of the state, no little discussion has been carried on through the public press of the state in relation to the enactment known as the "Bennett Law;"

Resolved, That while we may entertain different views regarding the necessity or expediency of compulsory attendance laws yet we see no injustice to anyone, but on the contrary great benefits both to individuals and to the community to flow from a just administration of the so-called Bennett Law.

Moved to refer to a special committee of three,—F. W. Cooley, chairman. Carried.

As such committee the chair appointed F. W. Cooley, W. D. Parker, S. Y. Gillan. The committee reported recommending the adoption of the resolution. Report adopted.

On motion of Supt. Flavin the secretary was instructed to prepare a revision of the rules to be submitted at the next session of the Association. Carried.

The committee on resolutions reported the usual resolutions thanking the press, the railroads and those who contributed to the success of the meeting in reading papers.

The special committee on Necrology presented tributes to the memory of Prof. Wm. F. Allen, Prof. Lucius Heritage and Prin. Lewis Funk, members of the Association who had passed away during the year. These tributes were presented by President Albee, Superintendent Beach and Prof. A. J. Hutton.

After making some brief remarks regarding the work and prospects of the Association, President Harvey declared the meeting adjourned *sine die*.

WILLIAM J. DESMOND,
Secretary.

Madison, Dec. 28, 1889.

EDITORIAL.

SOME educational journals seem to be distressed about a movement which they designate the "psychology craze." This designation begs the question. There is a wide-spread movement to promote the study of psychology among teachers. It springs from the conviction that those who attempt to train mind should know something of that which they attempt to train. They ought at least to know what are correct mental habits, and how to form them, that their work may pass from the crude endeavor to make text-book matter stick in the memories of children to a somewhat intelligent guidance of pupils into the most profitable lines of effort. The importance of this is self-evident, and the most serious obstacle to its success is the defective methods of past school work. To commit psychological definitions is not to study psychology. Unless the pupil learns to reflect upon his own mental operations, and to discern correctly the defects and needs of those whom he tries to instruct in school, very little good will come of his poring over text-books on mental science. But precisely this sort of mental habit, a habit fundamentally essential to intelligent school work, is what most of the teachers have failed to acquire, from this study or any other. What is demanded, then, is an immense stride forwards in methods of school

work; and this is not a result to be secured in a day. The surface appearances of the present movement are not encouraging. The psychological pap doled out in some educational papers is sickening. The elementary text-books as yet produced are thoroughly inadequate. They represent the old "faculty" psychology, which is mainly a hash of definitions and metaphysics. They are not useless but deplorably behind the times, and inadequate to the wants of the new movement. This is genuine and deep, and will at length give valuable results. We shall have a reflective, investigative, practical study of mind in its relations to teaching, a study which brushes aside the metaphysical cobwebs as impertenencies, and scorns pap with the contempt of a healthy appetite. The movement is young, has not yet had time to produce results; to condemn it as a "craze" is of that ultra-conservatism to which all effort at change is repugnant.

UNIVERSITY difficulties have had an unpleasant notoriety for a few months, which has resulted as usual in not a little misapprehension and injustice. A few students, in a large body of over seven hundred, were concerned in a college hazing. That the great body of the students disapprove of such actions is shown by the fact that the hazing was thwarted by the students themselves, and that they had also broken up other attempts of a similar character. Sensible students have long condemned the practice, and public sentiment in the body set strongly against it. Yet not a few newspapers have spoken as if the University were a hot-bed of ruffianism. We venture to affirm that it would be hard to find a more orderly and high minded body of young people than those now in the State University, as their conduct during the past months shows. The case of hazing, however, got into the courts. Satisfactory evidence was not obtained from those examined, and consequently the charge was widely made that the students had purjured themselves. This is a very serious charge. It ought not to be made against any person without very strong evidence, and it certainly ought not to be made against a body of intelligent and self-respecting young people, coming from the best homes in this commonwealth. It is a monstrous injustice to affirm, as was done during the investigation, that "the students were purjuring themselves." We have seen no evidence that any one of them committed purjury. It appears that the hazing case in question was got up on the spur of the moment, took place in the evening, involved but four or five persons as participants, and that the crowd was gathered by irresponsible parties blowing conches after they found that some mischief was under way. It is therefore absurd to charge that persons who were present purjured themselves because they claimed not to know what was going on. It would seem that the young people gathered from all over the state at the University were entitled to more considerate and judicious treatment at the hands of the press than has been shown in the comment on this affair. In the desire to condemn hazing and unlawful combination things have been said the full bearings of which were not at the moment recognized.

WE have serious misgivings as to the wisdom of the free text-book plan be-

cause of its socialistic character. It is not easy to say where the border line of socialism is to be drawn, but the suggestion of our correspondent T. S. is deserving of careful consideration. He thinks that public service should extend only to "the point at which it is possible to require individual effort." We should probably all agree as to the demoralizing effect of doing for people what they are able to do for themselves. In this way we make dependent weaklings instead of self-reliant freemen. People to whom text-books are furnished free do not learn the worth of such things, or the habit of spending for their intellectual as well as for their physical life. We ought to form a people who believe in education, and therefore are ready to spend for it. But here difficulties arise. A generation ago the same arguments essentially were used in support of school rates, or the payment of tuition. It was our regard for democratic equality which swept these away, in order that no child might be branded as a "pauper" by exemption from dues paid by the majority. There was much weight in this consideration, much more than in the arguments for free books. "It costs less" is the defence of the system of free books; but it costs more if its tendencies are demoralizing. The cases are very few where the cost of books debars children from the schools, and these can be relieved by an unostentatious charity which places no stigma upon its recipients. To make some sacrifice for the intellectual life of the children is as plainly a family duty as to make sacrifice for their physical life. Thus if the boundary line of socialism suggested by our correspondent seems to be blurred by free tuition there are very strong reasons for the exception, and reasons which seem not to hold with reference to free text-books.

We have never seen the rule or ruin policy with reference to public schools so baldly proclaimed as it is in Bishop McQuaid's article on "Religious Teaching in the Schools" published in the December number of the *Forum*. The burden of his complaint is that Romanists are taxed in common with all other citizens in support of the State Schools. This fact he phrases as "taking a poor man's hard earned dollars to help richer neighbors provide their children with an education that will fit them for their life work." Of course the answer that the schools are open to all children, and if Romanists do not avail themselves of them the fault is their own, receives a different statement at his hands. Here it is: "The assertion that the state has the right to educate at the common expense one class of children, to the practical exclusion of another class, is communism in its worst form." How this "practical exclusion of another class" comes about is covered by the following: "Catholics maintain that, conjointly and in harmony with religious teaching in the family and the church, there should be regular lessons iu religion in the every day school; that these lessons should be *on a doctrinal basis*, and to the extent of a child's capacity to absorb a daily lesson in religious truths." Thus because the public schools will not teach Romanist theology they embody "communism in its worst form." The bishop is equally distressed over "a system of schools thoroughly godless

in name and in law," (p. 379), and because "evangelical prayers, hymns and Bible lessons are enjoyed, * * and the pupils pass without breaking ranks to their secular lessons." (p. 386). The only inference which the bishop leaves us is that Romanists cannot unite with their fellow citizens in the work of rescuing children from gross ignorance on any basis except absolute surrender to their church. Romanist state schools or no state schools is his position. This attitude of sectarian hostility to the schools, and to the effort making through them to maintain civil liberty and civil society, is certainly deplorable, and is fortunately not the attitude of all members of the Roman communion. That a christian bishop cannot unite with his fellow countrymen in promoting good citizenship is bad enough; but to throw the blame for this on the majority who cannot subscribe to his creed and write church large enough to hide nation under it, is a narrow bigotry worthy of the dark ages. He writes (p. 387): "It is true that the parochial schools are not victims of the vagaries of cranks. The latter are not permitted to run our schools, nor are these under the domination of school-book publishers. Nor are they 'loaded down' with music, modern languages, the mechanical arts, savings banks, and military drill." We pass by the small insinuation of these words, and ask whether one not so sympathetic as the bishop might not translate these cunning phrases into the statement that the parochial schools are thoroughly mediæval and unprogressive? The bishop's logic is not likely to convince any of his opponents, but the tartness of his language is well adapted to set their teeth on edge.

At the meeting of the New England Association of Colleges and Preparatory Schools, President Eliot, of Harvard University, made the following interesting statement regarding the changes in methods of teaching which have taken place within a few years: "I notice the methods of teaching the principle subjects have fundamentally changed at Harvard within twenty years, and I suppose it is the case in other colleges. If, therefore, we are right in our present methods, what good would it do to teach the old methods? Take, for instance, the study of natural science. The method of teaching it twenty years ago was worse than useless. How long is it that a reasonable method of teaching natural science has been in use? About fifteen years at the outside. So in the twenty years I have been at Harvard I have seen the whole method of teaching Latin and Greek changed — fundamentally changed — as I believe to the enormous advantage of the men who both study and teach these languages." We quote these words as a striking testimony to the recent rapid progress in pedagogy. It is not wonderful that our schools have not all as yet come fully under the influence of the new movement. In the teaching of both science and the classics some of them are yet where the colleges were fifteen years ago. They have not been affected by the new views and methods. This rapid advance is one of the reasons why the study of pedagogy is of especial importance at the present time.

OUR DRAWER.

PAROCHIAL AND PUBLIC SCHOOLS.

[The following translation from the *Nord Stern* of Dec. 6, a German newspaper published at Menomonee, has come into our hands, with a note from the translator, who says: "The document speaks for itself, and I think it gives the real heartfelt sentiments of the agitators for Parish schools, or so called private schools. Of course the formulators of public resolutions have to be more careful than an editor of a paper that is only understood by one nationality. Thinking that the public school system is in danger I have translated this editorial to let you know how the enemies of the public school system are agitating." Comment seems unnecessary.— ED.]

[From the Menomonee *Nord Stern*, Dec. 6, 1889. Translated by C. Bonnes, Hudson, Wis.]

ABOUT THE SCHOOL QUESTION OF WISCONSIN.

As it is known to our readers the Evangelical Lutheran Synod of Wisconsin, at its last synodal conference, expressed its views about the Bennett law. We are sorry, but we do not agree with the declaration of the synod, even though this parish has decided to endorse the declaration of the synod. The synod declares: "We are not opposers of the state school, but we hold and declare them a necessary institute. We are always ready to pay taxes to the state for the preservation of the public schools. We oppose the appropriation of the state school money, to private schools." This is a verbal copy of the decision of the Wisconsin synod. What shall we say to this? As we said before, we don't agree with this declaration. In the first place, we don't think the public schools a necessary institute, and therefore we consider it very unjust that we are compelled by law to support them; and, secondly, we are for the appropriation of state school money to private schools in proportion to the number of scholars attending them. If the synod thinks that it can impose on our politicians by humbleness, it has miscalculated. Here is the proverb appropriate: "Humbleness is an ornament, but succeed better without it." We have supported our parish schools, so far, out of our own means, and they have attacked us and have tried to take them away from us. Now, we not only want to hold our position, but we want to conquer rights which we heretofore have not enjoyed. We can do it just as well as not. If we are strong enough to destroy the Republican party, which has imposed the Bennett law upon us, and to give all the offices to the Democrats, they will promise us, not only all the school houses but all the school fund too. The men who formulated the declaration of the Wisconsin synod probably had no idea how hard it is for many farmers, where due bills are the only currency, and where it takes 200 bushels of potatoes to pay the tuition of one child three months in the private school, to support the public school beside. It appears that these gentlemen know just as little the true character of our public schools, and what is carried on in them.

The writer of this was one year director of a district school. One day about noon we visited the school, and found the scholars occupied eating their dinner. The school ma'm used this hour to give the scholars an extra lesson in sparking. She was sitting in a corner with an 18-year-old scholar, who courted her in such a way that anybody who had not been educated in a public school had to blush at the sight. It appeared that the younger scholars were used to this, for they looked on unconcerned. If the Wisconsin synod declares such schools a necessary institute, nobody will blame us when we cannot agree. It is a fact that in country schools that are carried on by female teachers such things, instead of being exceptions, have become the rule. You will not seldom see in the country districts young men from 18 to 21 years old, who go to school during the winter months to spark the teacher. It is a shame that we are obliged to bring such things into the paper for discussion, but it appears that in the United States everything has to go through the public press before the officers will do their duty. Whoever is so enlightened a Christian that he likes to be taxed for such concerns, has a higher understanding than we have. The recommendation of the synod at the end of their declaration, to take, by diligent prayer, the school question to heart, we sincerely endorse. We believe that many of the gentlemen ministers have gone to the polls without sincere prayer for enlightenment about their duties as citizens, and therefore have generally voted for the wrong men. By this I mean all ministers who, at the last election, voted for Hoard & Co. I know some will take this as ridicule, and chastise it accordingly; but if I can convert a single one to repent of his political sins I will gladly submit to it all.

THE BRAIN.

Physiologists are unanimous in asserting that the brain is the most important organ in the body. But a little thinking cannot but show the fallacy of the assertion. Life stands on three legs—the heart, the lungs, and the brain. To injure any one of these vital organs is to derange the whole vital machinery proportional to the extent of the injury; and to arrest the function of any one of them is to produce death.

It is true, the brain can be removed without producing death, if respiration and circulation be kept up in an artificial manner. To consider this fact is to assign even greater importance to either the heart or the lungs than to the brain; but the writer prefers to pass it by as of little moment, inasmuch as no active, natural, and conscious life can be supported without the brain.

As life terminates with the stoppage of any one of the vital organs, it is clear that the brain is incapable of performing its function except in unison with the other two vital organs. Hence, it is not altogether unphilosophical to conclude that the three vital organs are of co-ordinate importance in this life. But someone will say, "The brain is the organ of the mind, and that is what renders it superior to the heart and lungs." I answer that the brain has, after death,

nothing more in common with the mind or the immortal soul than has the heart; that brain substance, like the substance of the heart, is matter which, though indestructible, is capable of undergoing change and of being crumbled to dust.

TEACHER OF THE COMMON SCHOOL AT STEINTHAL, WIS.

[The confusion arises from the use of "important," which is vague without some indication for what purpose.—ED.]

MILWAUKEE LETTER.

The past few weeks have been prolific of sensations in school circles in this city. The defalcation and suicide of the secretary of the school board was a great shock to the community, and tended to focus public attention upon the management of the schools. The shortage first discovered was $800 on a school order which was "raised" from $8.34 to $808.34. The discovery was quickly followed by the suicide of the secretary, and this created the suspicion that other irregularities existed. As reported in a city paper some days after the matter had come to public notice, the superintendent expressed himself as confident that there could be but little if any room for peculation in the offices of the school board, as he believed the system of accounts to be such that instant detection of theft could be made at the time of rendering the quarterly report; hence it was believed impossible that there could be any peculations except those of recent date. But a few days' work of expert accountants revealed a shortage estimated at over $40,000.00 exclusive of the last two years' operations. The old story is repeated—"a good fellow"—gambling—misuse of funds—"doctored" accounts—theft—forgery—suicide.

But one of the worst features of the affair, because its effect for evil can not be measured by money nor by the life of one criminal, was the closing of the schools and placing of flags at half mast on school buildings on the day of the funeral of the secretary. So great was the indignation of many of the teachers at this confounding of moral distinctions that they protested emphatically against it, and a few of the principals even disregarded the superintendent's direction to close the schools, and continued the regular work throughout the day. The outrage to the moral sense of right thinking people was resented in expressions that found vent through many channels. Beginning with teachers and parents these expressions of disapproval were taken up and emphasized by pulpit and press and in the school board itself a resolution was introduced and earnestly advocated by Commissioner Deutser censuring the proceeding; but it was rejeeted by a small majority. In the Common Council, Alderman Gumz introduced a resolution setting forth that whereas the school board had sanctioned the order of Supt. Anderson closing the public schools "on the afternoon when said suicide and defaulter was buried, by which act the superintendent and school board have given a bad example to our youth, therofore the board of aldermen censure the bad example given by the school board and the superintendent of our schools." This was referred to the committee on Schools.

A protest meeting is announced to be held on Friday evening at Turner Hall to express public disapproval of the act of closing the schools for the half holiday; and at the present writing it seems the storm of public sentiment has brought about a call for a special meeting of the school board for Saturday evening at which, the papers announce. the responsibility will be shifted to "a number of teachers" who are said to have asked for the holiday, and a resolution will be considered acknowledging the mistake "in so far as any honor was shown," etc. But it never rains but it pours. A still greater sensation was produced by the report of Supt. Anderson to the committee on Text-Books, in which he recommends for expurgation about twenty-five per cent. of the matter contained in McGuffey's Readers. The lessons recommended to be placed on the official black list are as follows:

Reader.	No. of Lessons.	Lessons to be Omitted.
First	63	No. 58.
Second	71	Nos. 7, 10, 11. 13, 17, 22, 37, 42, 43, 48. 49, 55, 64. Total 13.
Third	79	Nos. 6, 12, 14, 15, 22, 25, 29, 32, 35, 42, 48, 54, 73, 76, 78. Total 15.
Fourth	90	10, 18, 25, 28, 32, 34, 39, 40, 46, 55, 58, 73, 74, 75, 90. Total 15.
Fifth	117	12, 13, 15, 17, 18, 19, 22, 38, 42, 45, 47, 48, 50, 51, 60, 63, 64, 67, 71, 74, 87, 88, 93, 103, 107, 109, 111, 113, 116, 117. Total 30.
Sixth	130	2, 3, 5, 6, 12, 14, 15, 18, 21, 23, 24, 27, 28, 29, 30, 33, 36, 37, 39, 40, 42, 43, 45, 46, 48, 51, 57, 62, 67, 78, 83, 84, 85, 87, 92, 97, 105, 108, 112, 114, 117, 118, 122, 123, 128, 129, 133, 134, 138. Total 49.

Certain surface indications in the report set the inquisitive public to studying the McGuffey Readers and the discovery was made that the omissions mean practically the elimination of lessons from the Bible or that refer to God, an overruling Providence, the Christian religon, the soul, prayer, religous duty, or the evils of intemperance! Well, the breeze is blowing a stiff gale and the end is not yet! The press and the pulpit have begun to discuss the proposed castration, and it is safe to say that more adults have been considering the common school course in reading for the past week here than for years heretofore. Formal action on the report will probably be taken at the regular meeting in January.

Although the public generally are disposed to look upon the serious side of such a summary and peculiar revision of a standard and time-honored series of readers, yet there is also an amusing or at least a serio-comic side to it. Why lesson 42 of the Third Reader, "Beware of the First Drink," or Russell's "The Venomous Worm" (of the still), or the poem "The Festal Board" (which contains the admonition "Shun, oh shun the enchanted cup!") should be rejected

is easily seen; but when we come to those that are condemned on the score of literary style, the comic side of the report becomes obtrusive. Considered as another thrust against the great Cincinnati publishing house, the move is at least as interesting as the revised "Course of Study" in Geography published in October for the use of the public schools of the city, and which in grades above the Primary consists almost wholly of sharp criticisms of the Eclectic series of Geographies. I. C.

ITEMS FROM THE DRAWER.

—A correspondent in writing for Bulletin No. 20 of the Agricultural Station, of which we have had calls for some thirty copies, says: "I want three copies, one for myself, one for the city, and one for the town. We could not carry out the law last season because we could not make the weed commissioner recognize the weeds to be destroyed." This is just what was to be expected and the bulletin in question, with its illustrations and full descriptions was issued to meet the case. The schoolmaster is needed certainly, but a schoolmaster who is not bound by mere routine, one who eagerly seizes opportunities presented him to make his work related to the needs and progress of society.

—"Please tell in your next issue where we can get the two cent edition of "Sleepy Hollow," "Rip Van Winkle," etc. Of John B. Alden, Publisher, 393 Pearl street, New York. The Rip Van Winkle costs two cents, the Legend of Sleepy Hollow, three cents.

—A printer's error made us say in the last issue that the price of *The Seven Little Sisters* is eighty cents. It is fifty cents only, as may be seen by a reference to the State Library List, issued by Superintendent Thayer. We take this occasion to call teachers' attention to the value of this list to them for reference and information. The best and most suitable books for their use will be found on it, with the names of the publishers, the list price, and the discounts to school libraries—all the information needed for ordering the books.

IN THE SCHOOL ROOM.

BUSY WORK.

Since the success of a school depends as much upon having the pupils employed as it does upon holding the class exercises, the question comes to the teacher, "What shall my classes do during the time they are not reciting, that is during the by far greater part of the day?"

As to the more advanced classes this question is easily answered. The "Manual" calls for plenty of work on the part of the pupils; as, studying lessons, copying lessons, writing sentences and compositions, drawing commercial papers, practicing penmanship, working problems in arithmetic, drawing maps,

committing verses to memory, etc. Pupils of the lower classes can do but very little, some hardly anything of that, and yet they need plenty and variety of work, since they can not be occupied with one thing for a much longer time than from 10 to 15 minutes. What then can they do? They can copy from the board what they have already learned to read; they can copy figures from the board, and, later on, they can copy and by means of suitable objects placed in their hands solve little problems in arithmetic and write down the results; they can draw the outlines of objects within their range of vision; they can arrange two, three, four, five or six equal squares cut out of pasteboard, or as many equal triangles of the same shape, into different positions and into figures of symmetry and beauty, and draw the outlines of them. One who has never tried it will be astonished what a variety of figures may be thus formed. I have just arranged two squares into 18 different positions; they can lay figures with splints or sticks of equal length, and draw the outlines of them; they can interweave strips of paper of different colors; they can arrange words written, or, by means of a shading pen, printed on pieces of pasteboard or cardboard, which they have already mastered in their reading lessons, into sentences, and copy them; they can arrange letters on pasteboard or cardboard into words and sentences and copy them.

The value of this kind of work is at least threefold; it educates the mind, the eye and the hand; it inculcates habits of industry; it prevents idleness, the mother of mischief, and thus becomes no small factor in maintaining order. When assigning work of this kind, in fact, when assigning work of any kind, the teacher should give some hints and suggestions as to how to do it. When there is a change of work he should *never neglect* to look over the work that the pupils have done. In order not to spend too much time at this he should pass around between the seats, point out a mistake here and there, put in a word of commendation or a word to the contrary as the occasion may justify. In doing this, the effort on the part of the pupil more than anything else should be taken into consideration.

Henry Severin.

NEW HOLSTEIN, WIS.

SUGGESTIVE PARAGRAPHS.

SEVERAL years ago I had a class of forty tough fellows in an evening school. All of them would lie, steal, and swear. To lie and steal they thought no crime; their parents did it, everybody about them did it. It was *smart* to do it. I soon found that "preaching" was a positive injury, but they would listen to stories, and so I armed myself with them and sharpened them up, yet I avoided the error often committed of "preaching" through the stories; I let the story work its own way. One day I told the story of a young man who had the opportunity of taking ten dollars, but did not do it. I did not give an opinion whether he was to be commended or not. I turned to the class for theirs. One boy voiced it by saying: "I think he was a fool." Do you? Let

us see now. What if that money was placed there to try him. Men must have honest men to take care of their property, you know. Now I will tell you further about him. His employer found he was trusty, he became a partner, and is to-day a rich man. When you go up to L——— street, stop and look at 113, and you will see his name. He told me last week Saturday, that his determination not to take what was not his own, was the means of his becoming a man of character and property. I could fairly feel the throbbing of their hearts as I told them this story; it did not need any moral at the end. All were poor, all struggling; how should they advance? They had been told that the true way was to be *smart.* I showed them the way was to be *honest.—N. Y. S. J.*

WE agree with that old poet who said that a low, soft voice was an excellent thing in woman. Indeed, we feel inclined to go much further than he has on the subject and call it one of her crowning charms. No matter what other attractions she may have; she may be as fair as the Trojan Helen, and as learned as the famous Hypathia, of ancient times; she may have all the accomplishments considered requisite at the present day and every advantage that wealth may procure, and yet if she lacks a low, sweet voice she can never be really fascinating. How often the spell of beauty is broken by loud, coarse talking. How often you are irresistably drawn to a plain, unassuming woman, whose soft, silvery tones render her positively attractive. Besides, we fancy we can judge of the character by the voice; the bland, smooth, fawning tone seems to us to betoken deceit and hypocrisy as invariably as the musical, subdued voice indicates a genuine refinement. In the social circle how pleasant it is to hear a woman talk in that low key which always characterizes the true lady.

BENJAMIN FRANKLIN, in his autobiography, lays down a canon of good breeding in conversation which is worth keeping in mind. He says that he formed the habit of expressing himself "in terms of modest diffidence," never using the words "certainly, undoubtedly, or any others that give an air of positiveness to an opinion," on subjects that may possibly be disputed; saying, rather, "It appears to me, or, I should think it so, or so, if I am not mistaken." This habit, he said, was of great advantage to him in persuading people to adopt his views, and also helped him to gather much valuable knowledge which otherwise would have been withheld. For, as a rule, people do not care to impart information to one who is firmly intrenched in his own opinions. Young people are very apt to have a positive, dogmatic way of expressing themselves, and should be trained to a moderate, as well as graceful, use of language. The use of slang has a tendency toward the error which Franklin tried to avoid.

LICHENS will grow on rocks, and stunted oaks are found in high latitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter

into closest relationship with the child-heart that we reach and move that delicate and yet mighty engine, the child's will. Whom the child loves, he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by the striving becomes good and beautiful and true.

RECENTLY I saw a teacher read Tennyson's bugle song to a class of about sixty little folks of the lowest grade. She gave a very few words of explanation first about a bugle, and said she thought the poem very beautiful. With scarcely an exception the children gave attention to the reading, and there was unmistakable enjoyment on most of the little faces. When the last echo died away there was the unconscious sigh and slight rustle which betoken the end of a pleasurable tension of mind. I am sure they could understand very little of it, so I concluded their pleasure was chiefly in the musical sound of the words.

WE heard some pupils talking school on the street a few days ago. One said, "What provokes me so is I must study an hour and a half any how—no matter if I do get my lesson in a half-hour, I must study it one hour more." Said the other girl, "What do you do during the hour after you have learned your lesson?" "O, I just say it over and over, and I think it's a nuisance."

THERE are always in every school bright children who finish their work before the others, and then are ripe for mischief. For this class I have been placing on the board topics from the daily news of the day. For instance, selecting some item from the newspaper embodying some interesting fact, I write this item on the board with a few suggestive questions, and as we have an excellent reference library at our command, I have those who have finished their regular work look up the questions and give the result to the school in a few moments which I reserve for this purpose. I then supply in a brief talk whatever is lacking that seems to be important. I am often quite surprised at the ability shown in writing and the interest manifested by the children. It also creates an interest at home, as I find by the statement prefaced by "Papa says." The crying need of children is for something to do. Supply this need by the right kind of work, and the children are happier and better and the cases of discipline will diminish to a wonderful degree.

PERHAPS the most serious fault, even among well-informed teachers, is lack of grip in handling a class. A great deal of enlightened instruction, given according to good methods, goes for nothing, because the teacher has no personal power of holding even the one pupil on hand up to a steady consideration of the point at issue; while the remainder of the class drifts hopelessly in all ways, and the recitation leaves no permanent impression.

EVERY lesson should be given for a special purpose. The teacher should have the general purpose clear in his mind before beginning. He should *keep* it in mind so clearly that an observer could easily discover what it is. Haphazzard work is not worth much. Some do not prepare, but depend on the inspiration of the moment. The better one is prepared the more he can take advantage of his inspiration.

QUESTIONS TO THINK ABOUT.

1. Why does cold water, poured on lime, make it intensely hot?
Heat is always evolved when chemical action takes place.
2. What is smoke? Why is there so little smoke with a red hot fire?
3. Why will not stones do for fuel as well as coal?
They contain no hydrogen and little if any carbon.
4. Does electric light give off heat?
5. How does coke differ from coal?
6. Why does a lamp smoke when the wick is turned up too high?
More carbon is separated from the wick than can be consumed by the flame.
7. Why does running make one warm?
8. Explain the difference between hard and soft water. Which is purer?
9. Why does boiling water bubble?
10. Why does a blacksmith make the tires of a wagon red hot before he puts them on the wheel?

SOME TEACHING DEVICES.

In Language Work.— Geography and History are studies peculiarly adapted to language work. For a review lesson in Geography, the class may become a band of imaginary tourists, each one reading a short letter which he has written upon some topic previously assigned by the teacher. For example, if the lesson is about Egypt, one pupil may write from Cairo, describing the manner and customs of the Egyptians; another may write from the summit of the Great Pyramid, describing the surface and scenery of the country; a third, from Port Said, his topic being the Suez Canal; a fourth may write about the Nile, giving an account of an imaginary voyage down that wonderful river; a fifth may describe the ruins of Thebes; while a sixth writes from the desert, explaining why there is so little rain in Egypt. In History, also, a vivid interest may be awakened by thus introducing the personal element, in accounts of discoveries and settlements, of battles and sieges. What child can read Holmes' poem, "Grandmother's Story of Bunker-Hill Battle," without a new and thrilling conviction that the portraits of '76 were real, living men and women, not mere impersonal characters in history? It is because the poet transports us back to the time and the place, among the people and the scenes that he is describing. Almost unconsciously the pupil learns to relate historical events in graphic style, if he has frequent practice in this kind of imaginative writing. He may, for example, be asked to write a letter from Salem in the olden times, giving some account of witchcraft delusion; or from Valley Forge, relating the experience of the army during that memorable winter; or from the field of Gettysburg, giving reminiscences of the battle.— *S. E. Lockwood.*

Thought Question in Criticism.—See if you can tell what led to the error in each of the following titles recently called for by readers at the Portland Public Library: "Jane's Heirs (Jane Eyre), John Ingersoll (John Inglesant),

Irving's Albramah (Alhambra), Illuminated Face (Face Illumed), Prohibition (Probation), Bulfinch's Agent Fables (Age of Fable), Patty's Reverses (Patty's Perversities), Little Lord Phantom (Fauntleroy), Mary's Lamb (Mary Lamb), Fairy Tails (Fairy Tales), Chromos (Cameos) from English History, Not in the Perspective (Prospectus).

OUR BOOK TABLE.

PROBLEMS IN AMERICAN LIFE.

PROBLEMS IN AMERICAN SOCIETY. By Joseph Henry Crooker. Boston : Geo. H. Ellis; 293 pp., $1.25.

Every one of the six essays in this little volume not only treats a subject of great interest in itself, but also makes a positive contribution to the discussion of the subject. It is an inspiring and helpful volume. It keeps close to realities, recognizing that the elevation of society comes not of machinery but of the cultivation in individuals of right reason and a sound conscience. Hence it opens with the essay on the Student in American Life, whom it regards as one of the apostles of true progress, a searcher for truth and an enlightener of his fellows. Scientific Charity gives a hasty sketch of the charitable efforts of past ages, and then proceeds to illustrate what the thought and conditions of the present time require by an account, given in considerable detail, of the Hamburg system of poor relief, whose purpose like that of all scientific charity, is not merely to afford temporary relief but to create such conditions as will work a permanent cure of pauperism. The Root of the Temperance Problem most clearly exhibits the general philosophy of the writer. He does not recognize in prohibitory legislation the proper cure for the drink habit, because this attempts to secure by external force results which must be sought rather through internal conviction. The animal appetite must be fought by removing those material and social conditions which are its real cause, and therefore the drunkard not the saloon-keeper must be the chief aim of the reformer. We must supplant low animalism with intelligent moral living, for promoting which great forces are already at work, to which others must be added. The essay on The Political Conscience develops the causes which in our society lead upright men to adopt practices in politics which they condemn in private life. The discussion of Moral and Religious Instruction in our Public Schools is especially timely and valuable. It shows that the secularization of the schools has followed inevitably from the secularization of the State, which is the great movement of the last two centuries. Given a secularized state and secularized schools are logically inevitable. All attacks upon them are therefore in reality attacks upon American system of the entire separation of Church and State. The Romanist attack upon our schools, the alarm of some protestants over their alleged "godlessness," the growth of parochial schools, and the present state of worry over

this matter, make it necessary to reaffirm vigorously the doctrine stated by Judge Cooley, that "Compulsory support, by taxation or otherwise, of religious instruction, is not lawful under any of the American constitutions." The schools are great moral forces, felt in every fibre of our American life. They are so by virtue of their efficient organization, their careful discipline, their demand of systematic industry, order, punctuality, truthfulness and self-reliance. Their moral force would not be increased by the introduction of text-book instruction in morals, and would be weakened by an effort to graft dogmatic teaching upon them. They do not foster infidelity, but teach that morality which is part of our christian civilization. The final essay discusses The Religious Destitution of Villages. How important these themes are the mere statement of them shows, but only a reading of the volume will reveal how direct, vigorous and suggestive is the author's treatment. We commend the book to all who enjoy a fresh and strong discussion of vital topics. The brief bibliographical references relating to the topics discussed which precede each essay will be found very useful to students.

—The volume of ADDRESSES AND PROCEEDINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION AT NASHVILLE is now being distributed. It will be found somewhat smaller than the volumes of the two preceding years, but not less interesting. The discussion of denominational schools attracted much attention at the Association and will naturally be first examined. It contains both sides of the question, and therefore is of especial interest to those who care to bring a judicial habit of mind to such topics; and the discussions on both sides were very able. Of course the volume contains a large number of papers on other subjects of much interest.

—The Continental Publishing Co., of Chicago, have issued a neat and legible paper edition of THE EVOLUTION OF DOD, which is sold for 25 cts. This is an admirable pedagogical story, attractive and entertaining in itself and full of valuable suggestions for teachers.

—MANUAL OF EMPIRICAL PSYCHOLOGY AS AN INDUCTIVE SCIENCE, by Dr. Gustav A. Lindner, authorized translation by Chas. De Garmo, (D. C. Heath & Co.; 274 pp., $1.10), presents to American students a precise, clear and brief outline of the Psychology of the school of Herbart in Germany. This as is well known is the most generally accepted basis of German pedagogy, and is of great interest on that account. This book is, moreover, as the translator says, "full of vitality, having a rich, interesting content, and offering a satisfactory explanation of those things which others merely affirm." To those not accustomed to philosophical study it will be found not an easy book to read. While it is admirably adapted to put the student upon reflecting on his own mental processes, and is exceedingly valuable to those familiar with English treatises because it puts so many matters in new lights, we hesitate to say that it is the best book for American teachers. The conceptions and nomenclature

are quite foreign to our ways of thinking, and to the authors with which we are familiar. English psychology has firmly seated itself in our literature and even in our common speech, so that to break away from it would now cost much effort and confusion. Moreover, without any such radical overturning as is here offered, that psychology is made to cover all the essential truths of Herbart, and therefore to furnish a sufficient basis for American pedagogy. It is therefore better, in our judgment, to hold to the lines of English development, and use such books as Dr. Lindner's for the quickening of students already grounded in psychology rather than as a text-book for beginners. For such purposes the book is a valuable addition to the literature of the science. We cannot but regret that the translator has adopted concept to designate any mental product. Idea and notion have since Locke been used in English in this sense, and a more limited and special meaning has come to attach to concept, which it is unfortunate to have disturbed.

—The REPORT OF THE COMMISSIONER OF EDUCATION for 1886–87 (1170 pp.) touches of course upon a multitude of topics of considerable interest. We are thankful for the full Index to the Publications of the Bureau of Education at the close of the volume. Four papers on educational subjects make up the twenty-first chapter: Pres. Eliot's "Can School Programs be Shortened and Enriched?" Sup't. Holcomb's "The High School Question;" Prof. Stuart's "The Raison d'Etre of the Public High School;" and Dr. Charles Warren's "Medical Colleges and the Medical Profession." We have found the chapter on Education of Special Classes (the deaf, blind, feeble minded, juvenile delinquents, etc.) of special interest, and are led to remark upon the absence of information regarding Wisconsin institutions. A day school for deaf-mutes at La Crosse is mentioned, but "the office has no information" is added; no mention of the school in Milwaukee appears. The State Schools for the deaf, the blind, and delinquent children are mentioned in the table but not otherwise in the report. Is it not possible that Wisconsin officials are negligent in sending suitable reports? The table of requirements for admission to colleges, and the chapter on Manual and Industrial Training are also deserving of special mention.

—LESSONS IN BOTANY, for Schools and Academies, by Alphonso Wood, revised and edited by Oliver R. Willis (A. S. Barnes & Co.; 220 pp.) has been thoroughly revised and a considerable part of it rewritten, in order to bring it up to the present standard of botanical science. Dr. Wood's book appeared more than twenty years ago, and has met with such favor as to demonstrate its adaptation to the needs of the schools. The plan and method has been therefore adhered to, and the revision will be found fully as clear, hrief and practical as the former editions. It is designed for high school classes, the Object Lessons in Botany of the same series having been prepared for younger pupils. The publishers have made the book a model of mechanical excellence, and equipped it profnsely with excellent illustrations.

—NATURAL HISTORY OBJECT LESSONS, a Manual for Teachers, by George Ricks, (D. C. Heath & Co.; 352 pp., $1.35) consists of two parts. The first

aims to give the information needed by the teacher in conducting a series of object lessons on plants and on animals. In this part the purpose is kept in view of making the teacher's work systematic and connected, and therefore a general sketch of the animal and vegetable kingdoms is provided. While this is the basis of the work its aim is to lead children to observe and describe animals and plants, and to understand the more important uses which they subserve in their relations to man. The second part contains a series of model lessons, not in detail but in plan or outline. The series is not intended to cover the whole ground of the work proposed, but to aid young teachers in starting out, and to serve as guides in the preparation and construction of other lessons. The plan is simple, and the aids are sufficient to enable any teacher to begin at once and successfully this kind of instruction, and it is to be hoped that this admirable manual will find its way into the hands of many elementary teachers and inspire them with courage to undertake such work.

—THE NEW CALISTHENICS, by Mara L Pratt, M. D., (Educational Publishing Co., 110 pp. quarto) aims to promote a natural and symmetrical development of the body, not to train athletes. It therefore seeks to provide for each pupil the degree and kind of physical exercise which he needs for healthy growth, and deprecates all those plans which subject children to undue strain. It offers series of exercises with dumb-bells, wands, rings, indian clubs, marches, gestures, etc., fully described and illustrated with engravings.

—LANGUAGE WORK BELOW THE HIGH SCHOOL—Second School Year; adopted from the German by Charles De Garmo, (Public School Publishing Co., Bloomington, Ill.; 60 pp., 12 cts.) presents the plans for this work at present prevalent in Germany. The pupil is put to writing his own thought on systematic plans which not only form right habits but lead him to reflect upon language, develop principles and apply them continuously in what he writes. American teachers have much to learn in these matters, and we know no manual comparable to this as a guide to sound and valuable instruction in language.

—The WARD MANUAL TO ACCOMPANY APPLETON'S READERS, arranges the new words in the same order in which they first occur in the readers, that attention may be concentrated upon them, to learn how they are spelled, what they mean, and how to use them. Instructions and suggestions to teachers are given in the introduction and at various places as occasion offers. The books will be found a very practical help in the class work. The same matter is also issued in the form of WORD LEAFLETS to accompany the First Reader. (D. Appleton & Co.)

—The Eastern Educational Bureau, Boston, issues TEN DIALOGUES IN RHYME for primary schools.

—The National Temperance Society, New York, issues the TEMPERANCE FIRST READER, (66 pp.) and the TEMPERANCE ARITHMETIC, (32 pp.) in which pupils are put to figuring on liquor and cigars in a multitude of ingenious ways.

—STUDIES IN PEDAGOGY, by Thomas J. Morgan, (Silver, Burdette & Co.; Boston, 360 pp.; $1.75) develops especially the thought of education as train-

ing. We find ourselves in hearty sympathy with the teaching of the book, without being able to understand why it should have been written. The author has evidently not conceived of it as a system of pedagogy, as is shown by its title, and still more by its contents. These in part bear evidence of their origin as contributions to educational journals. Neither is the book inspiring reading. Its style is didactic, sometimes rhetorical, but lacking in verve and point. What it says is excellent but not excellently said, and neither new nor presented in new lights. Indeed if it were half as large it would be twice as good. While the student of pedagogy will thus feel some disappointment in the book he will heartily commend it as sound in its teaching and containing much which it will profit teachers to read and consider.

—NATIONAL KINDERGARTEN MANUAL, by Louise Pollock, (DeWolf, Fiske & Co., Boston, 177 pp., 75c.) consists of three parts, Model Lessons for Kindergarten and Primary Schools, Stories for the Kindergarten and the Family, and Lectures on the Kindergarten in the Nursery. All of these will be found instructive and helpful to mothers and kindergartners, and the practical character of the book is indeed its highest recommendation; for though the author wishes "to disseminate a knowledge of the kindergarten philosophy among teachers as well as parents," she wisely seeks to do so much more in the concrete than in the abstract. Any teacher will understand her book and get profit from it.

—A POPULAR ZOOLOGY, by J. Dorman Steele and J. P. W. Jenks, (A. S. Barnes & Co., 319 pp.) contains a succinct and clear account of the animal kingdom. The illustrations are very numerous and excellent, and add much to the value of the book, which in mechanical execution is altogether admirable. It seems as near perfection as we can hope to reach in the way of an elementary manual of classificatory zoology.

LITERARY ITEMS.

—D. Appleton & Co. announce for publication immediately *Exercises in Wood Working*, consisting of two parts, the first a treatise on wood, its growth, structure, properties, kinds, decay. destructive insects, etc.: and the second a description of tools, methods of sharpening them, methods in drawing, and exercises in wood working. It is designed as a text book for manual training classes in schools and colleges.

—Ginn & Co. will soon issue the first volume of a serial entitled *Harvard Studies in Classical Philology*, edited by a committee of the classical instructors in Harvard University. The title indicates the scope of the work. A volume of about two hundred pages each year is the present plan of publication. The price is $1.00.

—*Harper's Magazine* has secured a singularly attractive novelette in Lafcadio Hearn's *Youma*, a story of the insurrection in Martinique. Howard Pyle gives some fresh impressions of travel in *Jamaica, New and Old*, and the Russian papers are continued in a finely illustrated article on *The Russian Army*, by T. de Thulstrup.

—*Public Schools as Affecting Crime and Vice* is the title of an article, by *Benjamin Reece*, in *The Popular Science Monthly* for January. Mr. Reece cites figures which show that crime does not decrease as illiteracy is diminished, and says that our school system should be made more effective by the addition of moral teaching. The subject is of present interest and Mr. Reece's statistics ought to be carefully scanned. Another interesting and timely article is Henry J. Philpot's on *Irrigation of Arid Lands*.

— E. L. Kellogg & Co. have in press *New York State Graded Examination Papers* 1887-89. Also *Easy Things to Draw*, a manual for primary teachers.

— A note in the December *Century* by Prin. W. J. Desmond, on *The Evolution of the Educator* dwells on two evils of the superintendency system, that city teachers are ceasing to be thinkers because their work is so closely planned for them, and, secondly, that the most successful teaching results in an invitation to the teacher to cease teaching and become an "educator." But is it a fact that city teachers think less than formerly? We doubt it. Besides, the number drafted to become "educators" is exceedingly small.

THE Manager of the School and College Bureau, Elmhurst (Chicago), Ill., is daily at his post of duty, daily recommending teachers for good places, daily hearing of good results, daily sending out fresh letters of inquiry to schools and colleges. If you expect to locate elsewhere, either now or next September, the present is a good time to open correspondence with him.

Address, C. J. ALBERT, Manager, Elmhurst, Ill.

NEWS AND NOTES.

—State Superintendent Thayer has appointed the following times and places for the Annual Conventions of County Superintendents for the present year: At Eau Claire Jan. 7th and 8th; at Oshkosh Jan. 9th and 10th; at Whitewater Jan. 14th and 15th; and at Madison Jan. 16th and 17th. County Superintendents are required by law to attend one of these conventions, and their necessary expenses in attending are paid by the counties. (Chapter 65, Laws of 1885.)

—The National Educational Association will hold its meeting for 1890 at St. Paul, Minn., July 4 to 11. Half railway rates have been secured from all points to all who attend. Special Excursions are being provided to the Local Lake Region, Yellowstone Park, and other North Pacific Points. For particulars and free copy of bulletin containing program, address S. Sherin, Secretary Local Executive Committee, St. Paul, Minn.

—The following circular from the Superintendent of the United States Census should be of interest to all school officers: "This office desires to secure the best results possible regarding the schools of the country with a few salient inquiries. James H. Blodgett, A. M., of Rockford, Illinois, a gentlemen of long experience in educational work and in public affairs, has been appointed a special agent for the collection of statistics of education for the United States. Public schools are so related to systems of public record that their statistics are obtainable through established methods. Incorporated private schools have a place in public records. Parochial schools generally render stated reports to some controlling body. Unincorporated private schools form a considerable element of usefulness hitherto unmeasured. It is desirable to gather reports of the number of teachers and pupils in such schools, without troubling them for the financial statements that schools supported by public funds owe to the taxpayers. The enumerators of population will report each person who has attended school within the year, and whether at a public or at a private school; and, for all persons ten years

of age and over, those who can read and write. This will be more than has been done heretofore. Other educational statistics must be reached by different methods, in which every one interested may render some aid. Any lists of private schools, no matter how brief, or names of single schools, no matter how humble, open in any part of the present school year, with the address of the principal teacher of each, will be of assistance to this office.—Robert P. Porter, Superintendent of Census."

—The death by suicide of the Secretary of the Milwaukee school board in consequence of a shortage in his accounts leads the *Evening Wisconsin* to the following pertinent remarks, which are of special importance because of the prevalent tendency to neglect of strict compliance with law in the management of school matters: "One very good thing will come from the unpleasant sensation now being experienced, and that is the transaction of the city's business in a manner according more with business principles than the slipshod style which has heretofore been followed, and which was in large part responsible for the defalcations that led to the secretary's shame and suicide. 'Lead us not into temptation' is the prayer of strong men. When unnecessary temptations are thrust in the way of those who have not strength to resist, some measure of the responsibility for the resulting crime rests upon those from whose neglect of duty the temptations took their rise. The law, to all appearance, has not been insufficient. The trouble has come from its non enforcement. The law provides that the secretary shall be under bond, yet no bond has been required for the past seven or eight years. The law requires that orders of the payment of bills which have been audited by the School Board and signed by the secretary shall be countersigned by the comptroller, a provision which carries with it the duty of the comptroller to inspect the vouchers, because he must of course know whether an order is correct before he signs his name; yet the comptroller has failed to take this obvious precaution. The law is not responsible for payments to the secretary of money due to teachers or other creditors of the city without formal authorization from the latter; yet this has been a frequent practice. All these things will now be reformed."

—Kenosha is proceeding actively with arrangements for the erection of a new high school building, more commodious, better equipped and better suited to the wants of a growing city than the one now in use.

—Prof. W. F. Allen, Prof. of History in the State University, died suddenly in Madison, Dec. 9. He had been for twenty-two years connected with the University, and acquired a national reputation for broad and accurate scholarship and disinterested devotion to those things which make for the higher interests of society. He had edited several Latin text-books, and written a history of Rome, the last corrections on which were made a day or two before his death. He was a frequent contributor to the New York *Nation*, a member of several learned societies before which he presented papers on different occasions, an active worker in the Wisconsin Academy of Arts and Sciences, in the State Historical Society, and in the Antiquarian Society, and a valuable member of the board of the Madison City Library. His thorough scholarship, kindly interest, and love of justice impressed strongly the large number of students who came under

his instruction, so that his influence will long be felt in this State. The Wisconsin Teachers' Association owes to him several very valuable papers, such as that on Laying Foundations in Latin, published in the JOURNAL for April 1886, and that on Preparation for the English Course—a discussion of the teaching of history in the public schools—published in March, 1889. His kindness and simplicity of character endeared him to all who knew him, while his disinterested efforts in behalf of the higher interests of society, and his sound and varied acquirements, won general confidence and admiration.

—Elsewhere we have spoken of the hasty and intemperate comment of a portion of the press of the State upon the troubles in the State University. The most extreme example which has fallen under our eyes is the remarks of the *Manitowoc Tribune* upon the resolutions on the troubles adopted by the students. It says: "We have already expressed our opinion in regard to the matter and which we see no reason to change. We still believe that at least one half of the students should be expelled. That many of them did commit perjury there is not a shadow of doubt and those guilty will never make good citizens no matter how much the state spends on their education. And besides that, all those engaged in the hazing are despicable cowards and fit associates only for street hoodlums and rowdies, many of whom might even object to associate with them." We can only express amazement that such irrational comment should find its way into print anywhere. This editor, at a distance of one hundred and fifty miles from the occurrences, assumes to know more about them than the civil courts in Madison and the President and faculty of the University, and to condemn not only the boys but the authorities who have studied the subject and tried to deal with it justly. We submit that this is a flagrant instance of the abuse of journalism.

—Miss Mary O. Morse, for the past year and a half assistant in the high school at Columbus, has resigned her position in order to go to the Argentine Republic, where she has an appointment in the National Normal School for Girls at Mendoza. Some years ago many American ladies were receiving appointments to the Argentine schools, but such positions are now difficult to secure, as the Argentine schools have been established for several years and are producing their own teachers.

—The place of the late Lewis Funk, as principal of the Seventh district school in Milwaukee has been filled by the appointment of Prin. A. N. Fairchild, of one of the ward schools in Racine.

—Supt. Mahoney, of Vernon County, reports that 115 pupils were examined in that county for graduation from the district schools during the past year, and 96 were awarded diplomas. He comments upon the marked difference often observable between the efficiency of the schools in two adjoining districts, and finds one cause of it in the neglect of their duties by the school board in the poorer district. It is time this subject were agitated, and the principle instilled into the minds of our communities that members of school boards are not elected as an empty honor, but in order to foster and promote one of the most important interests of the community.

—The Rock County Teachers' Association at Janesville, Dec. 11, was well attended and profitable. Commissioner Thom, formerly County Superintendent in the second district of the county, was present and addressed the meeting.

Principals Axtell and Jacobs and Superintendent Stewart participated in the proceedings.

— The meeting of the Sauk County Association at Spring Green, Nov. 29 and 30, was well attended and profitable. Among those who took part we note principals Ninman, Jones and Cundy and Supt. Wiswell.

— Prof. Twining, formerly of Monroe, is now Superintendent of Schools in Riverside, California.

— Supt. Nagle, of Manitowoc County, says in his report: "There is nothing in the line of a superintendent's duties which causes him more disquietude than the prevalence of the notion that a certificate has active and potential qualities to make its possessor a teacher. Examinations are attended by many impressed with this idea; school boards make provisional contracts and justify their action by this fallacy; and, indeed, it may be said that in some cases school has been taught by virtue of the certificate rather than by the activity of the teacher. Rigid examinations have been applied as a remedy in this county for the last twenty years, and when one considers how firmly intrenched in public opinion the false notion has been, he cannot but be gratified by the results achieved. Each succeeding year there is evidence of enlarged appreciation of the teacher's duties and of a purpose to be equal to the task of their proper discharge." He adds that the subjects upon which fully ninety per cent. of the failures occur are arithmetic and grammar, and insists upon the necessity of thorough knowledge of these branches on the part of teachers.

— Very decided progress is making in the matter of the introduction of uniform county examinations in this State. The matter has been discussed at the conventions of County Superintendents, and so great unanimity appeared in favor of it that last spring the State Superintendent issued upon a single sheet four sets of examination questions which were sent to Superintendents to make such use of as seemed to them best. Thirty-four have reported on the use of the questions. Of these ten used the set marked A, three used C, two D, and one B; twelve report having used from two to four of the sets, four that they selected their questions from the sets, and one that he modified the questions somewhat, but thinks as good results would have been obtained without this. The comment of the superintendents is uniformly favorable to the plan. Supt. Broer, Ashland County, says: "Teachers as well as superintendents desire uniform examinations." Supt. Chandler, Douglas County, says: "Teachers are better satisfied to know that they are tried by no arbitrary standard of the County Superintendent." Supt. Sheridan, of Jefferson County, writes: "The uniform examinations are both desirable and practicable. Applicants accustomed to find fault were silent when they learned that those were State questions." Supt. Nordman, of Langlade County, says: "Fault-findings of incapable applicants and their friends cease. Incompetents will not be able to pass from a difficult to an easy test by crossing the county line." Supt. Ramsay, of Marinette County: "State questions are a better test than the average county superintendent can give. Some county superintendents, in preparing questions, stop at the level of intelligence in their county to please constituents; but teachers feel that they must submit to the inevitable when the questions are prepared by the State." Supt. Mosher, of St. Croix County: "It having been advertised that the questions

would come from the State, much work was done by teachers in preparation. The experiment is a decided success in St. Croix County." Supt. Lewis, Washington County: "They are desirable, as the teachers are made to feel that they must attain the same standard as their fellows in other counties. The superintendent is relieved of many embarrassments, as teachers are barred from setting up claims that certain questions are unfair or unprofessional." Some minor difficulties are suggested, but by superintendents who favor the plan and urge its continuance. These extracts represent fairly the comment on the plan, and show how favorable conditions are for pressing forward on the lines already laid down. That the net result will be a raising of the efficiency of the common school teachers of the state hardly admits of doubt.

—In view of the nearness to us of the next session of the National Educational Association, to be held in St. Paul, July 4-11 inclusive, the following extracts from a recent circular issued by Pres. Canfield will be of general interest:

The following resolution as to printing proceedings, etc., has been adopted: The Association cannot pledge itself to print in the volume of proceedings for 1890, any papers that do not conform to the following requirements:

1.—They shall be prepared to be used at the Association, and shall not have been read or printed elsewhere, prior to the meeting of the Association.

2.—They must be properly prepared for the printers, *i. e.* they must be written with ink or with the type-writer, on one side of the paper only, and carefully paragraphed and punctuated.

3.—Papers read before the General Association must not exceed three thousand words in length; in order that they may conform to the requirements of the Board of Directors, limiting papers to thirty minutes.

4.—The President, however, in accordance with further action on the part of the Board, may make arrangements for special addresses to which this limitation shall not apply.

5.—The Fourth By-Law must be enforced: "No paper, lecture or address shall be read before the Association or any of its departments in the absence of its author; nor shall any such paper, lecture or address be published in the volume of Proceedings, without the consent of the Association, upon the approval of the Executive Committee."

The following resolution as to discussions was adopted:

It is recommended that the discussion of papers be entirely oral, *ex tempore* in form, and open to participation by all members; and that no member in discussion shall occupy more than eight minutes except by general consent.

Department officers are urged to conform to these recommendations in the conduct of their several departments.

In accordance with this recommendation, the Department sessions will be as follows:

On Wednesday:—Kindergarten, Secondary, Higher, Normal, Industrial, Art. *On Thursday:*—Elementary, Secondary, Normal, Superintendence, Industrial, Music. *On Friday:*—Kindergarten, Elementary, Higher, Superintendence, Art, Music.

This will give opportunity for members of one department to attend the sessions of other departments without seeming indifference to their own programs. The arrangement is made at the earnest request of a large number of those most constant in attendance on our meetings.

—The Supervisor of high schools, W. D. Parker, up to the close of the first week in December, had visited and inspected sixty-three of these institu-

tions. The results of this systematic inspection will quickly be felt all over the State. These schools have been left almost entirely to themselves, some of them never having received a visit from a State official. Now all will be inspected, and such data regarding them gathered and kept at headquarters as will afford means for intelligent study of the system and proper action for the benefit of each school when action shall be necessary. It is a direct and helpful stimulus to the body of teachers in these schools to know that their work will be intelligently inspected, and to the communities to have their school examined by one who has abundant opportunity to know how it compares with others in the State. These schools are not feeble and inefficient. Indeed the visits of the inspector have revealed unexpected vigor and excellence, so that the system as a whole gives just occasion for satisfaction and pride. The chief weakness in the matter of equipment is the general lack of apparatus for science teaching, and when attention is drawn to the lack, as it must now be, the means of supplying it will promptly be found.

—The State Superintendent has nearly ready for issue a new and revised edition of the pamphlet on Free High Schools. It is many years since this pamphlet has been changed, and meanwhile the school system of the State has been rapidly developing, so that in some particulars the pamphlet was quite out of line with other parts of the school system. For example, the introduction of a well-developed course of study into most of the rural schools has been effected since the pamphlet was revised. The high schools certainly ought to be in line with this development, so that the minimum requirement for high school admission should not be below that of graduation from the rural schools. That it is so makes the desirability of readjustment, in the interest of both classes of institutions, very evident. Again, the course of study for high schools had obvious defects, contained, for example Anglo Saxon which has never obtained a footing in the schools, and was out of line with present courses in the Normal Schools and the University. The changes effected to adjust the high schools to other parts of the system will be of interest to all school officers.

—So far as can be determined by reports and by inquiry, the Bennett law is carried out in this State more efficiently than any former legislation for compulsory school attendance. The foolish and causeless outcry against it on the ground that it interferes with private and parochial schools, which it does not, has prevented a general understanding of its essential character, as a law for the protection and proper education of minor children. It requires attendance, during the period from 7 to 14 years of age, for at least twelve consecutive weeks, some school where instruction is given in reading, arithmetic and the history of the United States in the English language; provides for the control of truancy; prohibits the employment in factories and workshops of children who ought to be in the schools. In the cities of the state these features of the law are of special importance, and in many of them they have been made efficient to the great advantage of the children.

—In this connection some particulars as to the private schools of the State may be of interest. Such schools are not required by law to report to the State Superintendent, and consequently accurate information regarding them is difficult to secure. The County Superintendents, however, in their reports give information regarding them which,

while confessedly not accurate, is the best available. In the returns for the present year 340 such schools are reported, of which 132, a little over one third, teach reading, arithmetic and history of the United States in the English language. In these schools are reported 15,350 pupils between the ages of 7 and 14, of whom 10,855 have not attended the public schools. These numbers, though far from a complete showing of the matter, are quite sufficient to demonstrate the necessity of some measure of legislation requiring that these children shall be taught the language of the country where they live.

— The apportionment of funds to the Free High Schools in accordance with law has been made by the State Superintendent for the present year. There are ninety-seven schools which receive the maximum amount, $345.15. It may not be amiss to explain the present status of the law in relation to these funds. The act for the encouragement of free high schools set aside twenty-five thousand dollars annually to be distributed to high schools complying with the provisions of the act. None could receive more than five hundred dollars, but with this limitation and that restricting the distribution to twenty-five thousand dollars, they were to receive half the amount actually expended for instruction in the high school during the year over and above the amount required by law to be expended for common school purposes. In 1885 twenty-five thousand dollars more was appropriated to encourage the establishment of township high schools. By an act of 1889 the amount of the latter fund unexpended for the purpose designated may be used for the free high schools. There are three township high schools, at Fremont, Little Wolf and Marshall, which under the law receive $942. From the whole sum left must be taken also the salary and expenses of the Inspector of high schools. There remains to be apportioned $47,000.

— The returns made to the State Superintendent show that during the past year $217,254 were expended for the running of the free high schools in this State.

— Cassville high school has been added to the state list. The high school at Waukesha, which for some reason has not before made application to be placed on the list, has this year become a free high school under the State law.

— Institutes have been held during the past month at Mayville, Dec. 6 and 7, by Profs. Gillan and Harvey, at Jefferson Dec. 13 and 14, by the same, and at Bangor by Prof. Pray. Reports indicate good attendance and much interest.

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READING, BEYOND THE SCHOOL.

In the lead mining region of north westhern Illinois, there is a rugged ravine between a series of scraggy hills. From indications known to miners, it was believed that rich deposits of ore were to be found in the vicinity; but, though hundreds of prospectors went up and down the valley searching for a lead crevasse in the rocks, they searched in vain. Years later, I was told, a neighboring farmer, digging a cellar for a new house, struck into what proved to be a rich vein of ore. A mine was opened. The yield was extremely rich. Millions of dollars' worth of ore were extracted. The crevasse containing the ore extended toward the ravine first mentioned, and ended abruptly in its side. When the last chunk of ore was taken from the mine it made an opening into the ravine, and, strange to relate, on this very piece of ore, on the side that had projected into the ravine were found faint pick marks made years before by some prospector who had passed down the valley. He had struck his pick into the richest mine of the region, and had passed on without following up the lead.

The world of literature is full of rich veins of thought waiting to be worked. Our knowledge of reading is but an instrument with which we may go prospecting. The man to whom Shakespeare and Emerson and Dickens are little more than names, has made a few pick marks on mines of wealth, and passed on. All around us there are men whose wealth of intellect and force of character have come from mining where their listless neighbors made but pick marks and passed on. It is the duty of the teacher not only to put those he trains in possession of the *instrument* of knowledge, but to show where it will pay to use it; to

help open up the rich mines of literature, and train the worker to prefer pure ore of thought to the dross he finds on every side.

Reading has come to be the great feature of our modern civilization. The knight of old mortgaged his estates to buy a book, but to-day the works of great authors are within the reach of all. Thousands of new books and numberless editions of old books are issued yearly. The presses of the country are working night and day turning off periodical literature, and all must find readers. The best criterion of successful teaching is the continuance of right reading habits beyond the school. Yet a survey of the world of reading presents a strong indictment of some one's neglect. There are the hosts who do not read at all, and the hosts who read not wisely, but too much. There is the flash story paper, the police news, fiction of the Ouida type and the fleshly school of novelists generally, existing to satisfy the demands of a large class of morbid readers, whose arrested intellectual development or diseased imaginations crave such food. There are the dipsomaniacs of literature, who have learned to read only to revel in the mental intoxication of novel reading, the alcohol of the mind; who read "Mr. Barnes of New York" and "Dr. Jekyll and Mr. Hyde"; who have read Robert Elsmere and the popular novel that is all the rage; who eagerly devour every thing from the pens of such writers as Stephenson, and Habberton, and Rider Haggard; who satiate themselves with the literature of the day that is never remembered, while the literature that will never be forgotten remains unknown.

I need not further extend this arraignment. Whatever other causes contribute to the existence of the evil, a measure of responsibility rests with the school. In the teachers' conventions and educational journals of the country the responsibility is recognized, and thousands of active workers and earnest thinkers are seeking a reform. It will be more profitable here to turn to remedial considerations.

Reading is thought getting. Expression, pronunciation, position, style are petty considerations compared with this. Seek first the thought and all other things follow. He reads best who gets most thought. Cumnock and Burbank may read the Century war articles so as to charm audiences, but these articles mean most to the old soldiers and officers who lived the battles through. They read between the lines, and know what more is meant than meets the eye. What has had place in our own thought and experience most interests us, and interest is

the mother of fruitful attention. This I take it is the secret of profitable reading. Read what interests you. We may not wisely dole out reading like cough syrup—not liking it, but knowing it is good for us. Interest must always guide. How largely this principle of interest has led to a revolution in book making, you who compare the school books of old with those of to-day may well know. Years ago the first reader began with the words:

> "In Adam's fall
> We sinned all,"

and followed with pictureless matter equally startling and interesting to children. To-day, when we open a modern first reader, we may renew our youth. Little birds are singing on every page. Lambs skip and play. There are the bright sun, the blue sky, the pretty flowers, and all the joyousness of youth. In these things are the interests of childhood. To the extent that the higher grade readers depart from this principle of selection, they impair their usefulness. Their makers boast in prefaces that they have made extracts from the works of the best authors, and set before the pupil chunks of poetical turgidity, which we must administer in a medicinal manner, if at all. A class gets more from one long and complete selection like Hawthorne's "Great Stone Face," full of thought within its range, than from ten pieces of literary sausage from the works of the best authors. Moral philosophy in verse is still moral philosophy. There comes a time when the mind wants it and absorbs it eagerly, but to force Milton's "Paradise Lost" on a healthy boy is to disgust him with Milton, and perhaps with classic writers, for all time. He reads and dreams of Robinson Crusoe's "Paradise Found" and the paradise all around him, but he has no appreciation for thoughts of gloomy grandeur and scenes of sulphuric solemnity. The time for this literature is not yet come. In this matter, we may take a lesson from the newspaper men of the world. They know that when public interests suddenly center on a subject, that is the time to flash it full of particulars. When Harrison was nominated for President, the next day's paper reviewed his life and pictured his home and ancestry for millions of interested readers. When the Samoan difficulty came upon us, the light of ten thousand pens lit up those distant and unknown islands. There are now lying in the offices of leading newspapers elaborate biographies of celebrated men whose death is expected, and,

when the click of the telegraph tells of the death, out goes the full account to an expectant public.

Forced interest in reading is the progenitor of listlessness, inattention and a host of bad mental habits. Kindle the fire of interest and reading feeds the flame. Reading is fuel to the active mind, but to heap this fuel on the dull or unprepared mind is to smother the flame of intellectual activity. There is no mind without its interests. No boy, though he may be a product of generations of intellectual worthlessness, comes to us without an interest in some wholesome thing. I know a boy who is keenly interested in electricity. He never tires of reading and studying the subject. His father is a drunkard, his brother a criminal, yet this one interest bids fair to save him to a useful career. The thoughts of others on subjects of special interest to us will always be read, and so a foundation for right reading is laid. All knowledge is related, and the step from one subject to another is easily made, and so we rise to higher things. As we live and read our interests widen, and there is a demand for more intellectual fuel. The man of great interests is the great reader in a right sense. The antennæ of his mind are out in all directions. He is alive, alert and in a receptive mood, ready to assimilate the thought that he gets through reading. Gladstone is said to be an omnivorous reader. He gets at the life blood of a new book without wasting time on useless tissue. We knew Grant as a warrior and a statesman. We did not think of him as a literary man or a reader. But when he wrote his book we found that he had been a great reader and a sound thinker. In the commercial circles of our city, there is no busier man than John Johnston. Yet those who read his speeches and literary articles know that he has embarked largely in the commerce of intellect, and wields a figure of rhetoric or winds an economic fallacy with equal force.

Such readers include the best product of the thousand colleges of the country and the great hard headed men who forge to the front from the schools of experience. They may read little Shakespeare and less Chaucer; they may not have waded through volumed histories filled with tales of treacherous kings and amours of virgin queens; but they have a fair knowledge of wholesome things that were, and a live interest in things that are. They have learned to read, and they are reading to learn. We find them among the supporters of such periodicals as the Atlantic Monthly, Harpers, and the Century; these publications main-

tain a hight standard of literary excellence. They have the latest works of the best living writers of fiction, and what an intelligent interest in history, biography and travel demands makes a timely appearance. These men are readers of journals like the Contemporary Review, the Forum, The North American Review and the Popular Science Monthly, journals catering to thinkers on social, scientific, religious and political questions. These are the guide posts of their thought. To be an interested reader of this kind of periodical litrature is an evidence of the possession of good literary taste, of a fair acquaintance with general literature, and most important of all, a sympathy and fellowship with the world's great leaders of thought.

The ideal reader is not necessarily the great reader. The book-worm, the unindexed cyclopædia, is a pitiable creature. The German aphorism, "Zu viel Lesen macht der Mann confuse," is the crystallized experience of a nation of great readers. The mere scholar is a morbid product of a false ideal in education. "Read," says Bacon, "not to believe and take for granted, but to weigh and consider." Perhaps the story of an eastern college president may have some illustrative value here. It was his custom daily to assemble the students in the chapel and begin the exercises by reading a chapter from the good book. One evening some frisky freshmen possessed themselves of the book and carefully glued together two leaves at the place for the next day's reading, so that the president would turn over to find an entirely new line of thought. Next morning the learned president opened the book and proceeded to read near the bottom of the page, "And behold, Noah, being come to years of manhood, took unto himself a wife,"—Then gravely turning the glued pages, he continued: "Seventy cubits wide, two hundred cubits long, made of hewn timber and pitched inside and out." So alarming a matrimonial venture convulsed the students. Not so the president. He adjusted his glasses, looked again at the text, and said: "My young friends, I have read this book for many years, and I do not remember having ever come to this verse before,—but I believe it, my young friends, I believe it, and I accept it as an evidence that we are fearfully and wonderfully made."

A passive reception of the thought of others, with no return of comment or summary, is valueless on all sides. "It is more blessed to give than to receive." In the sense that it is better to give a dollar than to get one, many of the faithful find this hard to believe, but in the sense

that it is better to be trained forcibly to give impressions than passively to receive them, it is a grand truth. A man is rated rather by his force in giving out thought than by his capacity for absorbing it. The thought we get and give out again, stamped with the impress of our own minds, has value. "It blesseth him who gives and him who takes." What we explain to others takes fuller meaning and more definite form. The branches we teach we come to know as we never knew before. In our school literary club, by requiring pupils to engage in weekly discussions and debates on topics allied to their school work, we have been able to induce a wide range of general reading, to say nothing of valuable practice in concise essay writing. It was this principle in the work of the Chautauqua reading circles that so largely stimulated interest and led thousands of busy people, the burden-bearers of the day, to enrich their minds from stores of choicest classic and scientific literature. The circles read to get information on specific subjects, and expecting to give back, in talks and papers, the fruits of their reading. Thus the reception of ideas may be made to stimulate the origination of ideas,—a great educational value of reading and one to which the teacher's attention cannot be too strongly directed.

Whether in the school or beyond the school, we must first have an interested attitude toward what is read, if the reading is to be fruitful. Then, to insure the assimilation of what is read, to make it really one's own, provision must be made for its discussion or return in some form of essay or debate.

The best preparation for good reading is high thinking. There are no crack devices or rule of thumb methods we may safely substitute. The good reader cannot be a bad man, and the man of vicious propensities has no real liking for pure and elevating literature. A man is interested in what he is. Readers of insipid or sluggish intellect may, perhaps, cultivate a taste for great authors, much as a boy cultivates a taste for tobacco chewing, standing the repeated nausea, sustained by a soothing belief that they are indulging in something characteristic of a high order of being. But he who lives in the thought world of great minds and up to their standards, reads great authors with fruitful pleasure and finds in them "what oft before was thought, but ne'er so well expressed." The good reader makes the good book. Intuition aids the inherent weakness of language. It is a repetition of what is everywhere true: "Unto him who hath shall be given." The mind

sees what the mind brings power of seeing. There are still "sermons in stones and books in the running brook," for those who are gifted to read them.

Whether expressed in sculpture, in painting, in strains of music, or in literature, work of genius is always a profoundly interesting subject of study. It is an appeal to the higher spiritual nature, and the response to the appeal, the appreciation of the good, the true and the beautiful, is a measure of culture and education. A great book, the life blood of a master spirit, is a most wonderful work of genius. There is nothing great in man but mind, and the best products of the mind are shrined in books. Nations exist and pass away. Time effaces their monuments of marble. Their temples crumble into dust; but the soul of their past lives in the literature they leave. In Roman history and oratory, in Grecian philosophy and poetry, we still may see

> "The greatness that was Rome,
> And the grandeur that was Greece."

The man who has a library and knows how to use it, has more than friends or wealth can give. He has in magic preservation the best the world has thought or done. Gifted intellects await his pleasure to yield the fruits of lives of patient study. Poets' imaginations light up anew the beauties of the universe. For him, the jewels of truth are strung on the golden thread of story. Character, whose ideal perfection he may vainly hope to imitate is vividly pictured into life:

> "Unseen, it helpeth him with faithful hands.
> Unheard, it speaketh louder than the storm."

W. J. Desmond.

MILWAUKEE, WIS.

TOWARD THE SUMMITS.

In many parts of the mountains are large tracts of territory over which at some time fire has passed, killing as they stood great forests of spruce trees. When looking at them from a distance one remarks the hoary and softened aspect they give to the range, whose outline now seems bristling with gray spines. But at closer quarters these dead forests are forbidding enough, and one needs but to penetrate a little way into their sombre depths to be vividly conscious of their loneliness, and to feel himself subdued by the desolation around him. Dead

trees are ghastly sights at best, and when the stately spruce succumbs to its enemies it takes on shapes peculiarly affecting. Perchance it stands upright, a naked, tapering mast, stripped of every vestige of limb and foliage, or it may be in absolute perfection of outline and lacking only the green needles to make it again a thing of beauty. The slender branches, terminating in a close network of interlacing twigs, have a habit of drooping with a helpless melancholy that is almost pathetic. The ground, too, is everywhere strewn with fallen giants, whose interlocked bodies make progress extremely difficult. Over some one must climb, under others he must crawl, but frequently a trunk lying in the right direction forms a welcome bridge, upon which he can walk for thirty long steps. Below, the rich carpet of grass and flowering plants, relieved by clumps of underbrush, show how ready nature is to take advantage of every opportunity to push forward her vegetable myrmidons to remove as quickly as may be all species of ugliness. Of animal life little is seen. A few insects are flitting lazily through the air, and rarely a bird, evidently ashamed of himself for entering so dreary a place, slinks away from sight in the distance. It may be that a startled deer will bound out of some dense covert and disappear in a flash of dun-colored light. A grouse may thrill one with the explosive violence of its whirring flight, and possibly the whole region will be for a moment resonant with the crash of a falling tree; but usually the silence is so profound that a person places his feet with unaccustomed care, for the harsh crackling of breaking twigs seems profanation.

Here and there are broad sunken places, frequently filled with water stained black with decaying vegetation. These are surrounded by a dense growth of alders, and fringed without by a honey-suckle [*L. involucrate*], which is just now fruiting, and its twin berries, so black and shining, make an attractive sight reposing in the red cups formed by its foliaceous bracts. The bitter taste of the fruit prevents its being eaten, but its luscious appearance again and again tempts one to test its flavor. Here we make our acquaintance with the salmon berry (*Rubers Nutkanus*) in the perfection of its bloom. This small raspberry bush, trailing over the ground, bearing simple, palmately three to five lobed leaves that are sometimes ten or more inches across, and huge snowy flowers two inches in diameter, is a shrub not without well-founded pretensions to beauty. The fruit is said to be pleasantly fla-

vored, and one can not doubt that so eloquent a promise will be faithfully kept.

Frequently we burst from the tangled growth beneath the decaying trees, and enter upon a little glade, a mountain park. The grass is bright and succulent, and this is the favorite morning and evening feeding place of the deer, that lie at rest in the leafy copses while the sun is hot. At this season of the year only the does and their young are in the lower forests, the bucks being in higher altitudes. Here we find, growing in rank profusion, that striking composite, the rayless cone flower. The stem broadens out toward the summit, and, with the fringe of green bracts, makes an appropriate resting place for the columnar disk above. This cone, three inches long and an inch in diameter, is composed of its hundreds of dark purple flowers, and, when the upper ones are still in the bud, the lower ones just opening, and around the base stretches the line of living gold formed by the projecting stamens, very few more remarkable plants are seen.

Speaking of cone-flowers, how conspicuous a feature they are of many a summer landscape! East of the Mississippi, *Rudbeckia hirta* raises her cluster of brilliant heads, her spreading bright yellow rays affording so harmonious a setting for her brownish disk. Groups of the hedgehog cone flower (*Echinacea*), whose long peduncles bear erect and shapely flowers, disk long and dark purple, rays several, long, drooping, rose-colored, flash by like brilliant floral meteors as the train hastens across the plains. In the dry foot-hills we find a representative of a third genus (*Lepachys*), the rays in the most attractive form of which are velvety brown-purple. What a quartette of midsummer beauties! But why should Rudbeckia in Wisconsin have such gay and attractive clothing, and her sister in the mountains be deprived of every semblance of drapery? Which should take precedence, the plant that has lost one whorl of leaves, or the one which has developed such a wealth of elegant appendages? Why should these plants push their disks up in such grim self-assertion, and the sun-flower gain its increased surface by broadening its receptacle into a great circle? Truly one could spend a life-time in such fruitless speculations. What is needed is a painstaking naturalist, who shall observe and record the processes of fertilization, register and describe the various insect-visitors, who will catalogue the peculiarities of structure and habit under a

thousand differing conditions, and who, finally, has the power to correlate his material and draw therefrom intelligent inferences.

If the dead forest is impressive, the living one is no less so, though in a vastly different way. Life surrounds us on every hand and fairly overwhelms us with its excess of vitality. The underbrush is missing, and grasses drag out an unhealthy existence; but delicate ferns and orchids rare make many a nook from which the fairies have scarcely departed, and the rich green moss is a living carpet which no Axminster can hope to rival.

Anon we cross a path trampled deeply by the tread of many a wild animal. Close examination will show that an elk, a bear, and a little fawn following its mother have passed along since the rain of yesterday. Some things seem peculiar, and our curiosity is much aroused by seeing on a tree a nearly obliterated mark, much like that made by the stroke of an axe. Looking about we soon discover that this is an old trail blazed through the woods years ago, and long since abandoned to the beasts of the forest, who never lose time in utilizing the roads abandoned by man.

All this time, though we have climbed, walked on a level, and descended with incessant change, we have been keeping on in one general direction, and have risen far above the point where we entered the dead forest; and now, weary with hours of tramping, we, almost without warning, find ourselves stepping out of the woods; and we are above the timber-line. We have expected to find the trees dwindling in size, and gradually giving place to those of more stunted growth and hardier species, and such is elsewhere the case. But here the facts are entirely different. At the right are tall spruces, at the left a narrow park, and then a great naked peak, rising into the clouds above us. To be sure there are scattered groups nearly as tall as those through which we have been passing, but the line of demarkation is as clear as though the upper regions had been forcibly denuded. This "timber line" cannot be drawn so abruptly by altitude alone, but must be somewhat determined by the character of the soil, slope of the sides, direction of slant and exposure to wind and storms.

Losing little time in reflection, we move on, thrusting aside with less vigorous limbs the rank growths towering far over our heads and making a jangle through which passage would be well nigh impossible had not some large animal broken for us a torturous and uncertain path-

way. It is a road we cannot follow without a feeling of distrust, and a decided uneasiness in the cardiac region, as though the most important organ of our anatomy threatened an early ascent into our œsophagus. Though a pedagogue may be able to overcome any ordinary obstacle, he is apt to lose all faith in the efficacy of his knowledge of the fifth declension, or of the rule of three, when he unexpectedly disturbs the mid-day siesta of a big bear. There is something decidedly depressing in the erect hair along the spine, the drawn lips, showing the shining, wicked teeth, and in the sullen growl of bruin thus unintentionally bearded in his den; and a peace that passeth all understanding creeps into a man's soul as the great brute walks clumsily away, too indolent to assert the mastery of force over intellect.

This dense thicket breaks off as abruptly as the forest, and the ascent of the treacherous talus begins. Ages of weathering have broken down much of the cliffs, and from the base of what remains extend in wild confusion acres of fragments, varying in size from a toy house to a cathedral. These are not always securely balanced, and, as the slant is considerable, one is always in imminent danger both from his own carelessness and from his friends above. Every few feet of the climb exhausts a person, and he sits despairing of ever making another step. One or two deep breaths of the rarefied air, a little relaxation of the muscles, and as fresh as ever; he leaps up fully expecting to go on indefinitely; but the next rod leaves him again helpless.

How strangely the voice sounds! One fails to recognize his own. A friend disappears from sight. We call, and are answered, but the words are so faint and far away that we are all astonished when he steps from behind a bowlder at our very side. We cannot convince ourselves that it is not some trick, till the experiment is tried again with equally surprising results.

At last we reach the snow, long expected but seeming ever to recede, and seat ourselves beside it. Those fragments of rock of which, in a return of the boyish fever for "specimens" we carry away a few for the friends more than two miles below us, and which are scattered over the snow in such great plenty, speak forcibly of the rapid disintegration of the great and almost perpendicular walls that alone separate us from the very summit of one of the highest mountains in the state.

All the way up the talus we have been collecting and examining rare plants, to see which in their struggle for existence in the crevices of

these bare rocks is worth a month of books. And now as we sit meditating further ascent, and searching with our eyes for the most accessible point in the cliffs back of us, how strange it seems to stretch forth one hand and lay it upon a snow-bank, and at the same time to reach out the other and gather the pretty mountain sorrel, bright little columbines, and beautiful red anemones.

Preceded by no warning, a crash of thunder echoes through the air, telling of the fury of the storm that has been gathering behind us all unnoticed. It is right at hand. "Swift runs the searching tempest overhead." Before we have time to think a thick cloud settles upon the mount, and the rain pours down in sheets that fill every crevice with rushing water. Often during the ascent we noticed and commented upon the power of the torrents that had ploughed such deep gullies, thrown tall trees in every direction, and dashed the bowlders about in wildest confusion. No storm in the lowlands can approximate in terrific effect one upon the summits of these tremendous crags. The lightnings play about you and the thunder encircles you with waves of sound that are almost tangible. The tossing clouds, the jagged rocks, the streams of rain that writhe and twist like living serpents in the grasp of the storm giant, and in the lulls of the tempest, the glimpses of a living world in the abyss below, all unite to impress the beholder with the sublimity of nature in one of her wild moods. Cowed and beaten by the august display, we slink away from the vantage ground we so wearily gained, and think no more of reaching those sacred upper precincts, guarded by such fearful sentinels.

The descent? Well, that is a vastly different question. It is hard to find any romance in worrying one's way through five or six miles of wet and tangled vegetation, without a trail and with no guide but the feeble sense of direction. A backward journey never exhibited one-half the beautiful and interesting features that make the morning joyous, and furnish inspiration during the noontide glare.

Yet this prosaic wandering is relieved by its touch of poetry. The storm passes over to the east, and the sun breaks out in all the glory of a summer afternoon. As we stand on the summit of one of the lower elevations, we have before us a panorama rarely equalled in gorgeousness of coloring. The elements are the varied contours of hills and vales, glistening in the now slanting rays of light, the dark greens of the coniferal, and the lighter shade of the deciduous trees, the gray

rocks, the yellow rocks, and the red rocks, the frightful blackness of the disappearing cloud, seamed ever and anon by the glaring lightning, and, arched over all, its ends lost in the glories of the valleys below, a rainbow, wider, more brilliant, more nearly a circle, than was ever our lot to see before. Such vividness of coloring, such wonderful lights, make us think that the spirits of the mountains are holding a grand illumination over the defeat of the venturesome individuals who sought to penetrate those hidden regions, where clouds and storms are brought into being.

C. H. Sylvester.

WHITEWATER, WIS.

PHYSICAL TRAINING.

What system shall we have in our public schools?

A call for the discussion of the above question was the reason for a lively stirring-up of those already in the work of physical training and of those whose broad minds are interested in all vital educational topics of the day. From many parts of our own country, Wisconsin not excepted, from Canada, England and France, the steamships and steam cars brought men and women to Boston, the so-called centre of culture and city of conventions. Both the public press and private opinion agree, that no more notable meeting has been held there for years; notable for the intellectual character of those in attendance; for the harmony with which the discussions were carried on; and on account of its being a conference instead of a convention, for the absence of business, which so often drags its slow length, consuming much time which properly belongs to discussion. In all the sessions, lasting two days, there was but one resolution passed. Every session began and closed on time.

Going directly from the train to Huntington Hall, Institute of Technology, I was shown to a seat by a cadet in full uniform, a seat from which I could well study the personnel of the audience. With some of the faces I was familiar, and by dint of some questioning, I was able to locate medical men and women, high in their profession, college presidents and professors, business and professional men who hold seats on school boards, and teachers, some in this and others in widely differing fields of work.

It is always so pleasant to see and meet persons, whose names and

work we know, and in whom hereafter we take an added interest because we know how they look.

The presiding officer was U. S. Commissioner of Education, Wm. T. Harris. At first it seemed as if the platform would be a battlefield on which the advocates of the American, German and Swedish systems would fight for supremacy, but nothing unpleasant occurred to mar the dignity of the occasion. The claims of these three systems were brought before the conference by able resresentatives, who could both talk well, and show by their personal possessions that their systems produced well-built bodies and full resonant voices.

Two definitions of education, I think worth quoting: "Education the actualization of the ideal," "Education, that which seeks to realize in the individual, the best in the race."

It was refreshing to find that it was not necessary to prove that bodily training ought to be a part of every school course, for the opinion was general that brains were being overworked, that arms and legs, chests and trunks were being neglected, and that as the state made mental training compulsory, so it should introduce as complete a scheme of physical training as could be devised, as an offset. The question was, what shall constitute the drill which will allow the scholars to leave cramped positions, relax mind and muscles, and really recreate them after a moderate period of study or recitation. That this shall be a feature of "The Coming School," about which an excellent article has lately appeared, is a foregone conclusion.

I have quoted two definitions of education, let me quote one of physical education, given by Dr. Hitchcock of Amherst College: "Physical education is such a cultivation of the powers and capabilities of the student as will enable him to maintain his bodily conditions in the best working order, while providing at the same time for his greatest efficiency in his intellectual and spiritual life."

It is time that we tried to realize this ideal, not only in a few favored schools and colleges, but all over our broad and beautiful land, where so many students, old and young, are feeling the ill effects of a one-sided culture. No idea was more frequently brought out than that the coming man was to be a rounded man, not round in the back, but with a good round chest which should mean vitality and vigor which should serve the mind. You will notice that I used the word scheme, instead of system, for I believe with Dr. Emerson of The Monroe College of Oratory, that,

if an arbitrary system be fixed, then all progress stops and "there will be no growth except towards China."

Miss Hill, a bright spirited young lady who has charge of the girls at Wellesley College, called her system "eclectic" because she uses the best methods of all so-called systems.

The remarks of Dr. Seaver of Yale and of Dr. Anderson of Brooklyn seemed to meet with loudest applause. They maintained that the Americans were capable of taking the best of every system and evolving a happy combination of methods, based on the soundest principles. M. de Conbertin of France said the same thing, very wittily; "If your neighbor has a good thing, take it." The German system does much with apparatus, while the Swedish does entirely without it in public school work. There is in the free movements very little aim at grace. Quick movements, a sudden muscle strain, and as sudden a relaxation was the character of them; while the Delsarte work which is steadily gaining in favor, is slowness, precision, definite aim, self-command, poise, a sense of freedom; its work being a gradual putting forth of tension up to a certain limit and as gradual a withdrawal of it. It is certainly a grand thing to be able to stand well, to sit well and to walk well, each organ being held at its proper altitude by the uplifting power of properly energized chest muscles, to which the Delsarte teachers pay special attention.

Dr. Emerson made a good point when he said, "the stomach of a confirmed dyspeptic was always from one to four inches too low." The obstacles in the way of the introduction of systematic physical training were spoken of, viz.: lack of time, of space and of properly trained teachers. Let me speak of the second point first. We can use the seats and aisles of our schoolrooms if we can do no better. I met a lady holding a high position in New York who said that quite frequently she had a yawning and stretching exercise, without the children rising from their seats, which seemed to rest them wonderfully. Many schools have basements which might be cleaned out, heated and lighted, making as good gymnasiums as I have seen in richly endowed institutions. Corridors and hall-ways have good floor-space for moderate-sized classes. Now when can we get the time? One speaker facetiously said, 'That what we want is a system, which practiced five minutes a day, would make strong men and women." Not five minutes, but six times that, divided into two or more periods would, if used rightly, produce results which would be worthy of consideration. What shall we do if every minute

is already occupied? Drop out one of the ologies (not physiology) and put the scholar into a better condition of mind and body to understand and use all of the other branches which he studies.

Where shall we find teachers? We must have them, good, enthusiastic, thoroughly trained teachers to teach, teachers and to exercise a supervision over their work. The best plan would not be to have all the teachers taught, but an adequate number in each school to conduct the work in all grades. Something is already attempted in many schools by teachers who make up from books of instruction or borrow from other sources, movements which strike their fancy; and some succeed, more by their own personality than for any other reason, in making the exercises bright, recreative and beneficial, while others and I fear, the majority, conscientious though they may be, by a dull routine, by a lack of the imaginative, especially in teaching little children, and by too obvious discipline create a distaste for the work and it becomes drudgery to both teachers and scholars. This ought not to be. The teacher ought to have a play or rest spell as well as her pupils; she will teach the better for it.

Many of our schools are arranged so that several rooms can be thrown into one and a musical instrument can be used to accompany the work. It need not be a piano, for a violin or even a drum is inspiring.

Much was said in the conference for and against music, but the "ayes" were more loudly applauded than the "nays." Counting wearies the teacher, disturbs the rhythm of movement and is always accompanied with more mind tension on the part of the pupil. Music is inspiration and its harmony increases the psychic influence which every enthusiastic teacher has over the minds of the pupils.

Women make excellent teachers and were highly recommended by Dr. Channing. Chicago has a good plan by which the teachers after they have mastered certain series of movements under the training teacher, with a published manual to refresh their memory conduct the work with the help of eight assistants of the director for the city schools. It works well and is being followed in other cities, which are progressive in educational matters.

My stay in Boston for several days after the conference closed, gave me opportunity to visit Harvard and Wellesley Colleges, the Y. M. C. A. and other city gymnasiums, the schools of oratory, which pay a

great deal of attention to physical training, and to observe the work in the Boston High School.

I shall never regret my long journey, for I have experienced such courtesy from those united in a common cause; have seen such indications that side tracks to the road long traveled in education will prevent many wrecks of brain and body, that it is easier to wait for the full dawning of a day bright with promise for the youth of our land.

M. S. Dunn.

OSHKOSH, WIS.

WAY NOTES OF A WINTER HOLIDAY—I.

One who leaves Chicago by the evening train on the Illinois Central railroad, by noon of the day following finds himself approaching Cairo. The old railroad ferry over the Ohio at this point has within two or three months been discontinued, in consequence of the completion of the magnificent iron cantilever bridge which the company has constructed at a cost of nearly two million dollars. Even in an age of engineering marvels this is a noteworthy achievement. It is the longest bridge in America, and the second longest in the world, being surpassed only by the famous bridge over the Tay in Scotland. With its trellis approaches at either end it is four miles and a half in length. For some distance you have from the train a fine view of the whole structure, an iron framework suspended between earth and sky, wonderfully light and airy in appearance, and swinging across the broad, muddy river on nine slender stone piers. A long freight train rolls upon it from the farther end. Estimate as well as you can the probable weight of that moving procession of cars, and the jarring necessarily incident to its advance; then measure with your eye the long reaches of the bridge from pier to pier, in crossing which the train must be sustained in mid-air, and despite your confidence in the skill of the engineers and the subsequent severe tests of their work, you will feel a heightened interest in the fate of the train. It is impossible not to admire the science and skill of workmanship which, by an intricate system of beams and braces, has thrown the strain so accurately upon the distant piers that there is no jarring and swaying of the suspended portions of the bridge. As your own train enters upon the long trellis it is interesting to take a position on the rear platform, where your view is unimpeded; to watch the gradual ascent; to enjoy a full view of the river with the varied ac-

tivities upon it; to glance downward from your dizzy height; as your eye returns, to take in as well as you can, details of the structure above and below you; and, when your train passes to the other trellis, to note the narrow, tunnel-like opening, between the upper and lower systems of braces, through which you have come. This wonderful structure renders complete the shortest and most direct route from Chicago to New Orleans, and provides for that development of the resources of this portion of the South which is sure soon to follow.

After crossing the bridge you are in "the South," a fact soon evident to the northern traveler by what he notes in passing. Among the groups at the stations, of whom more than half are negroes, the eye rests with a certain satisfaction upon the type made familiar by southern novelists, the tall, loose jointed man in shirt-sleeves, with broad-brimmed hat, pants in his boots, and hands in his pockets. Who knows what interesting dialect, what quaint conceptions, what unique views of life, one might develop if the train allowed time for acquaintance? There is, too, in the attitudes of the loungers something in keeping with the bright warm weather which makes it hard to realize that it will be Christmas in a day or two; none of the tenseness and readiness to spring which our winter winds develop is apparent, but in its place a half-languor, which is often something more than tranquility. To some it will be a natural inference that blizzards are blessings; but others will view the intense stress of our struggle for existence as not altogether desirable. Since Mr. Herbert Spencer's comment upon the anxious strain of our northern life, which we pass through as on a fast express train, giving scant chance for the simpler and more tranquil joys of existence, we have been a little less fond of our favorite maxim, that it is better to wear out than to rust out. Between stations we note in passing the common use of the mule as a draught animal, and of the saddled horse for travel; the scarcity of cattle, and the poor quality of the few which are observed; the negro cabins, for the most part hardly civilized dwellings, in the doors of some of which stand the old aunties curtesying to the passing train. Cultivated fields are small and few; it is obvious that the natural resources of the region are very imperfectly developed. In Tennessee and Mississippi the cotton crop has been very large this year, and the planters are correspondingly prosperous; but one can hardly help picturing to himself the country as it might be with an abundance of intelligent labor to subdue the wild land and introduce

the dairy and cattle raising; to break the monotony of forests and cotton and corn fields with orchards and kitchen gardens, and to establish that diversified farming for which the country is evidently well adapted.

Immigration is manifestly what is most needed in the South, and the Central railroad has been doing much to attract northern settlers. All along the line of the road through Tennessee, Mississippi and Louisiana is a considerable population brought here within a few years from Michigan, Wisconsin, Iowa and Illinois. They are drawn by the genial climate, the excellent farming lands to be obtained at reasonable prices, and the hope of sharing in the prosperity incident to the rapid development of the country, which cannot now be long deferred. So far as we could learn these people are generally prosperous and contented. They are scattered through a wide range of climate, from the real but short winters of northern Tennessee to the perpetual summers of Louisiana. In this long distance there are, of course, great variations in local conditions; the soil may be sand, clay, or loam, exhausted or still rich; the land may be high with good air and good drainage, or low, damp and miasmatic; the water may be good or poor. The peculiar southern advertisements of "bile beans," (with emphasis on the first word, which is not mis-spelled,) thrust so conspicuously before you at many of the stations, afford sufficient warning that an unwise choice of location may here, as elsewhere, and perhaps more certainly than in colder climates, bring a train of physical ailments; and perhaps the fear of such a result deters not a few persons from seeking homes in the South; but ague is by no means a necessary attendant upon Southern life.

Many of the towns through which the road passes have an air of enterprise and thrift which is full of promise. In Tennessee, Milan and Jackson are specially attractive, and in Mississippi, Holly Springs, Oxford and Jackson. Crystal Springs has within a few years become known as one of the foremost points in the South for shipments of fruit and vegetables. Its prosperity is a striking evidence of the new possibilities of the South. For the establishment of gardening and fruit growing came only after failures with cotton, and difficulties growing out of the disorganization of industry by the war, such as caused a general stampede of land owners to Texas. Northern people have come in, with them have come the new kinds of farming and the numerous industries growing out of these, and again prosperity smiles upon the land. In southern Mississippi the road enters the pine region,

not thick somber forests, such as once existed in northern Wisconsin and Michigan, but a quick, sandy soil with scattered pines, between which the sunlight finds its way freely to the earth, which is clear from underbrush and carpeted with native grasses. To ride past saw mills and cars loaded with pine lumber,—yellow pine to be sure, and of this the long leafed yellow pine is considered superior—with the bright sunlight falling upon yellow green fields, and the thermometer between 70 and 80 Fahrenheit in the shade, might make one fancy himself taking an August trip to Merrill or Antigo. Well beyond the Louisiana border, within three stations of New Orleans, and still in the pine region of which we are speaking, is a flourishing northern settlement. It has an air of thrift and comfort which awakens interest. "We are mostly from Michigan and Iowa," you are told upon the platform at the station. Strawberry culture is a great business here. In January more than three thousand crates a week are shipped from Hammond for the North. How welcome they are, with their flavor of sun and soil, and their suggestions of early summer, coming in the cold, and whiteness, and dismal bleakness of our lingering winter! And how dear they are! There ought to be a fortune in them to the raisers, such as should quickly draw others to the same industry, and, by flooding the markets, place this delicious foretaste of coming summer within the reach of everybody. All kinds of fruits and garden products succeed well here, and, with our present facilities for transportation, why should not the prosperity and development of the South become thus the comfort and support of the North?

"Here no hungry winter congeals our blood like the rivers;
Here no stony ground provokes the wrath of the farmer.
Smoothly the ploughshare runs through the soil as a keel through the water.
All the year round the orange groves are in blossom; and grass grows
More in a single night than a whole Canadian summer."

Beyond here we soon enter the cypress swamps that surround New Orleans. From the leafless trees above hang gray beards of Spanish moss; and from the soggy earth spring numberless fan-palms and other forms of swamp vegetation. Now and again a broad knoll of higher ground admits habitation and cultivation. Soon lake Maurepas appears upon the right; then upon the left that large inland sea, lake Pontchartrain. Another dry knoll? We are in New Orleans.

J. W. Stearns.

MADISON, WIS.

THEORY AND PRACTICE.

SCRAPS.

An excellent method for stimulating thought and cultivating the power to express, is what we call our "Card Lessons." Make a collection of pictures, such as may be clipped from advertisements, book catalogues, etc. (the sources are legion in these days), mount them on pasteboard cards, or the backs of pads, leaving a margin of an inch or two around the outside on which to write questions concerning the picture; distribute fifteen or twenty minutes before the language lesson. For my little ones, I have them bring the cards up to me while I ask the questions, but for the ones who can write the answers, some one collects the written answers and I read them. Such countless varieties of pictures may be had, that a lesson on almost any subject may be made. The publishers of holiday books make their catalogues so attractive these days that they are well worth *buying*, could they not be obtained otherwise. So also of the school-book catalogues. Mount a few of your pictures, write your questions, take them to school, and ask your pupils for pictures, then,—cry for mercy. Teachers of ungraded schools will find their older pupils pleased to help in the mounting. I have made a collection of animals, birds, plants, etc., etc., putting those of each zone together, and writing questions concerning them on the margin. A picture of the interior of a mine, with the workmen, led up to the reading of "Black Diamonds," a book, by the way, which possesses the keenest fascination for boys and girls. For the very little ones, pictures of dolly-houses, of children playing, of dogs, cats, etc., are appropriate. One that was very pleasing and provocative of thought, represented a cozy kitchen, a hod of coal, a hot stove with a kettle boiling vigorously, while a little girl, who had dropped her doll on the floor, stood up before the steaming kettle, apparently dancing in glee at the humming kettle. "What makes the kettle dance?" "What makes the little girl dance?" "What do you see in the picture, that lay hidden away in the ground?" "What would have happened, had the kettle been fastened up tightly?" etc., etc., brought out some bright answers. My older pupils were so much interested that I prepared some cards for them also, pictures of authors, scenes in the west, in foreign lands, of public men, and many others, some of them sug-

gesting questions in literature, geography, political economy, etc. I think this work is especially valuable for *ungraded schools.— Ohio Ed. Monthly.*

VACATION SCHOOLS.

One of the most important results served by the well-organized vacation schools is found in the fact that the student is called on to pursue for one or two months a single subject of study, to which he gives his entire attention. In the ordinary curriculum of our schools, even those of professional grade, the scholar is required to subdivide his time; rarely can he give the whole of his attention for even a single day to one department of work. Generally, it is nine to ten grammar, ten to eleven geometry, eleven to twelve history, etc. There is no chance for connected thought; indeed, the system appears as if designed to make all orderly and vigorous inquiry impossible. The youth learns from it alacrity, the power of swiftly changing from one line of thought to another, which may be worth something as a preparation for the hurly-burly of the outer world; but it fails to give him the far more precious training in the habit of patient devotion to one appointed task. The result is that the most of our college graduates have never done a single piece of thoroughly consecutive work, such as they will be called on to perform in the walks of life to which they must betake themselves.

The profit of scientific training cannot be had through work done in the scattered hours which in a way suffice for the other forms of training. The work the student has to do in natural science must be done in the laboratory or the field; it must be done continuously, all day and from week to week, before the student can attain to the profit which awaits the true naturalist. To all who adequately conceive the need of such work, the hour-here-and-there system for any other than purely informational purposes is preposterous. The student may gain a measure of information concerning botany, geology, or other branches of natural science from occasional lectures or laboratory exercises, but the training he receives is not worth anything. The elder Agassiz was used to say that the student of natural science must take time to "let the facts soak into him," and he considered a month a short time for even a small body of facts to penetrate in this manner into the student's mind; all teachers of such learning will agree with that master in this opinion. The only chance for this consolidated work which our school

system affords to the new education is found in the vacation periods. By making avail of those parts of the year which cannot be made to serve the needs of the humanities, science may hope to win a firmer place in education than can be obtained in any other way.— *December Atlantic.*

FOOT LIGHTS TO UNITED STATES HISTORY.

Many historical facts may be more interesting and instructive by bringing before the class aids in the form of Literature, especially poetry. Selections of poetry, based upon some historical event, awaken the sympathies, strengthen the imagination and frequently direct the reading of pupils, though unconsciously. A reference to an author; a brief description of a book; a short poem or a short biographical sketch will often awaken an interest which will lead to a beneficial course of reading. Following is a list of selections which will serve as "foot-lights" to our History:

I. *Period of Discovery.*

1. Columbus,— Lowell.
2. Skeleton in Armor,— Longfellow.
3. Mound Builders,— Bryant.
4. Sir Humphrey Gilbert,— Longfellow.
5. Bridal of Pennacook,— Whittier.

II. *Period of Colonization.*

1. Landing of Pilgrims,—Mrs. Hemans.
2. Roger Williams,— Mrs. Whitman.
3. Evangeline,— Longfellow.
4. The Twenty-Second of December,— Bryant.
5. Norsemen,— Whittier.

III. *Period of Revolutionary War.*

1. Paul Revere's Ride,— Longfellow.
2. Pulaski's Banner,— Longfellow.
3. Launching the Ship,— Longfellow.
4. Battle of Lexington,— Holmes.
5. Old Ironsides,— Holmes.
6. Warren's Address,— Pierpont.
7. Song of Marion's Men,— Bryant.
8. Battle of Bennington,— Bryant.
9. Independence Bell,— Bryant.

10. Yorktown,— Whittier.
11. Pennsylvania Pilgrims,— Whittier.
12. Courtship of Miles Standish,— Longfellow.

IV. *Period of Constitution.*

1. Our Country's Call, — Bryant.
2. Angels of Buena Vista,— Whittier.
3. Kentucky Bell,— Whittier.
4. Sheridan's Ride,— T. B. Reed.
5. Barbara Fritechie,— Whittier.
6. Custer's Last Charge,— Whittier.
7. Westward Ho! — Kingsley.

To this list might be added many prose selections, as Lincoln's address at the "Dedication of Gettysburg," and Orations of Webster, Clay, Patrick Henry, and many other speeches.— *Educational News.*

OFFICIAL DEPARTMENT.

REPORT OF THE COMMITTEE ON NECROLOGY.

Ladies and gentlemen of the Wisconsin Teachers' Association: In the midst of our earnest efforts to forecast the needs and prepare for the issues of the life that is, we often avail ourselves of the forces, influences, and lives of our time with small appreciation of their origin, their potency, or our exceeding indebtedness. We fail to recognize to how great an extent that embodiment which we are pleased to call *our* power and our influence is built upon the strength and co-operation of the trained intellect and exalted characters of the modest men whose natures we have touched till the support has been withdrawn. To the honor of our brotherhood, that support is never taken from us till the last great call has come and the heart-pulse is stilled. For years it has been the happy lot of the Wisconsin Teachers' Association to lose few of its members in the last farewell, and it is with the keenest sorrow that we mark this year with the record of three noble lives laid down in the midst of their high duty and widening influence.

Prof. Wm. F. Allen, who has been called home within the month, can receive no eulogy that shall be but the feeblest echo of the benediction of his life, character, and teaching, stored in the heart of every graduate from our University for nearly a quarter century. But his

life and work are not alone a heritage of the strong men, once his "boys," who mourn his loss as others cannot. To those of us who were of his generation, he was an inspiration. He came to this his adopted state when high culture was almost unknown as a force in its civilization, and a mark of rarest distinction. Prof. Allen came, bringing the rarest flower of eastern culture; a culture of inheritance combined with that afforded by the great schools of America and of Europe. All of this, crowned with unsurpassed skill in teaching and stamped with a manhood that swerved not from the noblest ideals, was cast unreservedly into the service of our profession, and devoted to the uplifting of every interest which his influence might reach. Prof. Allen's voice will be heard no more in our ears, but he has not died from our midst, and we look to see his life and teaching multiplied far beyond his modest dream of the good wrought in his most unselfish work.

Younger by a generation and of high promise, we mourn the loss of Prof. Lucius Heritage, a native of Wisconsin and trained in its public schools. Graduating from Milton College and gifted with rare power in the study of language, he profited by a term devoted to close research in the best universities of Europe, and became professor of the Latin Language and Literature in the University of Wisconsin, in 1886. An accurate and profound scholar, enriched by the products of his own research, an apt and thorough instructor, he clothed with living force the classic language of the past. By his own interest and zeal he made light and plain the way of his students. An authority in his profession, eminently successful in his chosen work, genial in his ways, blameless in his life, he honored the University and the state. We but do him justice and ourselves a lasting good by keeping in memory his example and his life.

This Association has had no more loyal member, giving of his best without ceasing in sympathy from his early youth to the day of his death, than Lewis Funk, so long principal in Milwaukee schools. He died at his home in Milwaukee, Oct. 25, aged 44 years. Mr. Funk graduated from the State Normal at Platteville in 1869, and immediately entered upon the work of teaching. In this work he continued with ever increasing devotion, to the time of his death. The writer of this knew Mr. Funk intimately, and loved him well. A most skillful instructor, he also knew how to secure the best work from those associated with him and working under his supervision. He was of a very

kindly, genial, lovable nature. Deeply religious, he carried his religion into all of his daily duties, his recreations, and social enjoyments. His influence over the young people under his charge was always healthful and stimulating. His work abides with us in the many young men and women trained by him, and inspired by the example of his character, who are now filling stations of influence and usefulness.

Your committee submit the following for consideration:

WHEREAS; The members of this Association do most deeply realize the strengthening and elevating power in our common bond, and the debt of gratitude we owe to each other; therefore,

Resolved, That the loss of Wm. F. Allen, Lewis Funk, and Lucius Heritage is most profoundly deplored, and would be irreparable were it not that the work they did and the noble influence they exerted cannot perish; and we do now pledge ourselves to cherish their memory as one of the privileges of our lives.

G. S. ALBEE,
W. H. BEACH,
A. J. HUTTON,
W. J. DESMOND.
Committee.

EDITORIAL.

COMMENT on the meeting of the Association indicates that the attendance was unusually large, and that the proceedings were vigorous and profitable. The high schools of the state were well represented, and the papers were practical and profitable. The only criticism we hear is that there was too little discussion. It is very difficult to secure profitable discussion at such gatherings, discussion which is to the point, is genuine and helps us to understand one another. Is not the advance most needed at present some device which shall secure more general and thorough study of the topics to be presented, so that many minds may combine to make the consideration of them fruitful?..... OUR Milwaukee correspondent suggested last month one line of comment on the Reader abridgements proposed for the schools of that city; and this leads one to reflect that the anti-religion sect sometimes appears to be the most bigoted of all the sects. In a free country, with free literature and free discussion of all sorts of topics accessible alike to young and old, is there not a little of the chip-on-the-shoulder spirit in the sensitiveness as to the shade of religious teaching children may come upon in their readers or their histories? Might we not more creditably return to teaching them to "prove all things; hold fast that which is good?"..... Another line of comment on the same matter would suggest its significance with reference to the growth of the machine in the

schools. If the reading book is too long, have not Milwaukee teachers sense enough to be trusted to determine for themselves what to leave out? Is there to be no flexibility in such matters, no chance for individuality? We do not affirm that the move must receive this interpretation, but it is natural to inquire whether this is not its import..... The discussion of the Bennett law has brought school matters more to the attention of the public than they have been brought for some years past. It will have at least one beneficial result, in that it has shown something of the really strong attachment of the people to the public schools. Further, it will have added strength to the popular conviction of the necessity of teaching English to all children born in this country. We believe it will make evident also that there is in the state no hostility to private schools and no disposition to interfere with them.

SOME very significant facts are clearly set forth in the article on "Public Schools and Crime" in the *Popular Science Monthly* for January. It is, for example, shown from the returns of the tenth census that the percentage of crime and insanity to the population is least in the fifteen illiterate states, where the percentage of illiterates is 40 and 4-10ths and the ratio of insane and criminal population is 1 in 402. Now contrast this with the Northern States east of Ohio, where the percentage of illiterates is only 5 and 3-10ths and the ratio of criminal and insane is 1 in 227. That is, in round numbers, where the illiteracy is only one eighth as great the delinquents are twice as many. In the Northern States west of Ohio an intermediate condition is shown, the illiterates being seven per cent. and the delinquents 1 in 308. Refuge from these startling statistics cannot be found in the results of foreign immigration, since the tables discriminate these and show that "the ratio of foreign criminals is but little in excess of that for native whites." Emphasis is added to these results by such a statement as that made at the National Prison Congress, held in Boston in 1888, by Mr. Brooker, chairman of the Board of Directors of the South Carolina Penitentiary. He said: "Before emancipation, the colored people had no opportunity for education. When made suddenly free, all negroes were illiterate and ignorant. Since that time a young generation has grown up, and of them a very considerable number are well educated. *But it is a fearful fact that a large proportion of our prison population is of the educated class.* This is so much the case that the idea has become prevalent that to educate the negro is to make him a rascal. But this idea is of course superficial, and does not find lodgment in the minds of thoughtful men. I am totally averse to it myself, and think that all reasonable means should be exerted toward their enlightenment and education." It is very useful to have such facts as these brought clearly to view, and to investigate thoroughly their relation to and bearing upon our system of public school education. So far as they serve to intensify the purpose to make the chief aim of the schools the formation of sturdy and upright character they will be valuable. It may be that a careful and detailed study of them will reveal some relation between special kinds of training and subsequent de-

linquency, for it seems probable that close adaptation of instruction to the needs of life tends to wholesome living. But it is easy to draw hasty conclusions from such facts. The conditions attending them are very complex. Where the percentage of delinquency is greatest population is also the densest, the commercial-industrial spirit is most intense, and the struggle for existence is sharpest. The strain is greater and consequently the number of wrecks is greater. The school is one agency, a public agency, for palliating the effects of these conditions. It is not the only agency for this purpose, but shares the labor with the home, and the church, and social organizations. A careful study of the possi bilities of rendering any or all of these more efficient is certainly wiser than to proclaim any one a failure.

RECENTLY we asked in the JOURNAL how the perfect standard for the scientific teaching of temperance which the W. C. T. U., through its chairman, Mrs. Hunt, is enforcing so rigidly, has been fixed; and called attention to the fact that this standard is not the one adopted by the Wisconsin State Board of Health. The law requiring instruction in this subject contains the following clause: "The text-books used in giving the foregoing instruction shall receive the joint approval of the state superintendent of public instruction and of the state board of health." Soon after the passage of this law several books were approved by the proper authorities, and introduced into many of the schools. Since then almost all these books have been revised and issued in new editions, which are essentially new books. They are, moreover, new in the special matter which the law had in view—their teachings regarding stimulants and narcotics. More than that, they have been revised by Mrs. Hnnt, who considered their former teaching inadequate, and who claims to have revised them to conform with the teaching of a set of books at that time urged upon the State Board of Health but rejected by them. It appears clear from this statement that the revised books are *not* in accordance with the law of this state, so that the use of them in giving the instruction specified is *not* in conformity with the statute. The point seems to be of sufficient importance to warrant us in calling attention to the matter, in order that unpleasant complications may be avoided.

THE New York *School Journal*, which has been one of the assailants of the study of technical grammar in the schools, replies as follows to a recent editorial in the JOURNAL:

If pupils do not know how to use pronouns correctly, who is at fault? The grammars? We trow not. The failure to learn rules? Not that. Want of enough parsing? Try again. Cannot diagram? Try once more. Can't repeat the rules of syntax? No; none of these. Well, why? *Because they haven't used them correctly.* We learn to talk by talking. We don't fire syntax, or orthography at the baby when he is learning to talk. When little tot says, "I want them things," how supremely nonsensical it would be, wouldn't it? to say, "My little man *them* is a personal pronoun, and not an adjective pronoun, now say 'singular, nominative I, possessive my or mine, objective me; plural, nominative me, possessive our or ours, objective them.' Now you have, to use the words of the WISCONSIN JOURNAL OF EDUCATION, a 'critical instrument by which to test and judge of expressions.' Remember what I tell you and after this use *them* as an adjective pronoun." Such teaching reminds us of a

grave D. D. who talked to his young flock on the "Ostensible Object of Life." One little boy was asked what the Dr. talked about, and said, "About the horse sensible object of life. I knew what he meant, for I heard my father say that Uncle Ben had horse sense, and I know he has." It would seem that the upholders of technical grammar believe that there was no standard for good writing and speaking before grammars were invented. How did the Greeks learn their matchless tongue? Not by grammars, surely. How did Cicero learn Latin eloquence? Not from Latin grammars. Facts are stubborn things, and the most stubborn thing about them is, *we must face them.*"

There appears to be some confusion of thought here. A defence of the study of technical grammar ought not to be confounded by a fair-minded opponent with a defence of all the follies in the teaching of it which have appeared in the schools, especially when these are censured in the sentence following the one quoted. Neither is a defence of the teaching of it a defence of the teaching of it to babes. But if the critic lacks discernment of the precise matter under discussion, he has a quick perception of the point of the defence. This penetrated his armor and produced an irritating wound. When the latter begins to heal it is to be hoped that it will give occasion to profitable reflection. For the essence of the defence lies in the affirmation that grammar is "a critical instrument by which to test and judge of expressions." We urge that it is needed because (1) unsupported habit cannot be relied upon successfully to withstand the constant pressure of false usage; nor (2) can it meet by anticipation all the needs of a lifetime; and, even if it could (3) the process would be too tedious and the results too uncertain for rational teachers to be satisfied with it. Besides (4) pupils thus trained would lack an essential discipline—the discipline to critical habits. This is the foundation of sound culture and the only sure basis for continuous growth. The chief defect of former methods of teaching grammar has been that they have so little sought to develop by means of it a critical habit. They have been engrossed with the body of doctrine and forgotten that the study is an instrument of discipline, and that the knowledge is useless without the skill to use it and the habit of using it. They have been based upon the false and narrow conception of the study which seems to be implied in the passage above quoted. Thus the phrase "a critical instrument" reveals the value of grammar, the proper use of it, and the right method of teaching it. The irritating power of the phrase is perhaps due to the fact that it touches the main defect of the so called "new education," in the championing of which the *N. Y. Journal* takes so much satisfaction. This tends to superficial accomplishments and fails to develop the critical faculty, upon the culture of which sound scholarship and assured progress depend. As to the ancient Greeks and their matchless tongue, quite possibly the respondent knows more about these than we do. We shall assume however that dialects were not unknown which Pericles and Demosthenes did not enjoy; and shall continue to credit the accounts of Cicero's long and thorough rhetorical studies. And this suggests that rhetoric also is a critical instrument, the study and faithful application of which advocates of the old education urge upon writers for

the press, and especially upon those who prepare matter for the reading of teachers.

FROM the *New England Journal of Education* we learn that the committee of the Boston School Board on rules and regulations have issued a report which is designed to be a complete answer to the criticisms on the discipline in the city schools contained in the last report of the city superintendent, E. P. Seaver. It will be remembered that the superintendent called attention to the fact that in the grades below the high school there were upwards of eighteen thousand cases of corporal punishment in a single year, and asked for some measure which would put a stop to so frequent recourse to the rod. The defence urged by the committee is that this sort of discipline is due to peculiar conditions, the most important of which is the enforcement of compulsory attendance, an enforcement more complete in Boston than in any other American city. As an illustration "Chicago with double the population of Boston has an average attendance of less than 6,000 in her grammar schools, while we have an attendance of nearly 29,000, or a proportion of almost one to four in our favor." The *Journal* says: "So long as compulsory education is a thorough success, as it is in no other large city; so long as she (Boston) insists upon electing inexperienced teaahers to the higher grades as well as the lower; so long as her Normal School graduates do not have a 'cadet course;' so long as the system of supervision does not contemplate immediate and prolonged assistance to inexperienced teachers; so long as it is thought better to hold vicious boys within the school, conquering them and training them rather than sending them into life to commit crimes that shall introduce them early into the penitentiary,—so long is it utter folly to deny teachers reasonable privileges of discipline." We can hardly believe that the enormous disproportion between grammar school attendance in Boston and Chicago is due to the cause indicated; if it is the failure of the Chicago schools to do their work it is startling. But in any event this has found a remedy. Compulsory attendance has been vigorously pushed there since legislation like the Bennett law was enacted by the last legislature. That such attendance will increase the difficulties of school government is sufficiently evident, and corporal punishment may reasonably be more frequently used in consequence. We have not heard, however, of any marked increase in its use in Chicago; nor can we believe that anything like the condition of things in Boston has come about there without making a noise. The *N. E. Journal* probably states the case correctly, and, while it must be admitted that the first count has some weight as an excuse, the second, third and fourth are not excuses but impeachments of the management of the board, and may be reasonably assumed to be the essential causes of the monstrous discipline. Surely it is better to hold vicious boys in school rather than turn them out undisciplined; but even Western reform schools do not show such a percentage of floggings as Supt. Seaver reports in the city schools of Boston.

OUR DRAWER.

MILWAUKEE LETTER.

GERMAN IN THE PUBLIC SCHOOLS—SCHOOL HYGIENE.

At a recent meeting of the committee on German, Supt. Anderson and Mr. Abrams, superintendent of German engaged in a very spirited discnssion on the subject of German in the schools. The former had submitted a report unfavorable to the proposition to fix the time devoted to the teaching of German according to the supposed needs of certain localities; his report was accompanied by carefully collated statistics relative to the cost of instruction in German and the time devoted to it in other cities. Mr. Abrams obtained the floor and began to supplement the superintendent's report by other statistics, and accompanied the same by explanations and remarks, until requested by Mr. Anderson not to "make statements in a manner which is apt to disguise facts." This was the beginning of a short contest of words between the two gentlemen, after which Mr. Abrams took up another line of defence for his favorite subject, claiming that German should not be compared to any other subject in the course except English to which five hours per day are devoted and only one to German. This brought Commissioners Austin and Stirn in to the discussion, and what followed is given in full as reported in a daily paper at the time. Austin said "Mr. Abrams, it seems to me you argue from the wrong premises. The teaching of the German in the public schools is but a gratuity. The citizens of Milwaukee have no right to demand it, neither is it a matter of equity. However, as a matter of expedience and utility, I am in favor of and recommend the study."

"Do you not believe in the right of the majority?" asked Commissioner Stirn, "I think the majority of tax-payers have the right to ask for this just the same as if they desired to have some other improvement."

"I certainly do," replied Mr. Austin. "But you must not forget, Mr. Stirn, that this is not Germany but America, an English country, where business is being transacted in the English language, where the laws are written in it, where the courts use it, etc. Only a few years ago there was no German taught in the public schools; we had the so-called free German schools, of which Engelmann's is now the only remaining one. They teach English there though, and that well. But I hold it a matter of policy to teach the German; it may have a tendency to Americanize children. A reasonable time should be given to the teaching of it. But no one has the right to demand it; it is, as I said before, simply a matter of gratuity."

Referring to a previous remark by Mr. Anderson, Commissioner Walter stated that Commissioner Ilsley and he the other day had visited the night school in the Fourth ward. There they found and accosted a man studying English, who told them that he had been born in the Eighth ward and attended the public school. It was a fact, he added, that many children could not speak English when they left the school. Mr. Stirn, spoke of Canada and that the French

was being taught there. In reply he was informed by Mr. Austin that this was America and not Canada. Upon a question to that effect Mr. Abrams gave it as his opinion that a boy of American parents who had studied German through the six lower grades should be able to express his thoughts fluently in that language; the writing of it was of but secondary consideration. The child of German parents had many advantages over him, using and hearing the language at home, and therefore should also be expected to write fluently and intelligently. Then Mr. Anderson said:

"Don't you think, Mr. Abrams, the same boy ought to be able to do the same in the English language?" Upon an affirmative reply he continued: "Well, you can't expect it. The fact is that a boy in and out of the sixth grade cannot write an English composition. Only the other day I found among the examination papers of a boy of that grade 'English as she is never spoke.' The reason for this is that there are too many things being taught."

Mr. Austin desired to know the necessity of extending the time if Mr. Abrams achieved such splendid results. To which that gentleman replied that he had said a boy "ought" to be able to do so, and not that he "is." Mr. Anderson gave it as his opinion that the results from the teaching of German had shown many improvements during the last few years, but that a great deal more could be accomplished if other methods and books were used. No action was taken and the meeting adjourned. The subject will come up again for discussion.

Commissioner Stirn, of the second district is attaining a reputation as a student of school house sanitation. He recently formulated and submitted to the School Board certain rules which, it is held, should be observed in order to secure proper hygienic conditions. They are summarized as follows: There should be 50 sq. ft. of play ground for each pupil in a building; 10 sq. ft. of floor surface for each pupil; window surface equal to one-third of floor surface; light should come from left and back; ventilating apparatus with capacity to change air completely every fifteen minutes; temperature 68° F.; building not more than two stories high; two-thirds of basement above ground; basement to be lighted and ventilated; closets outside of main building. He adds that archetecture should not be elaborate or ornate; he would have the expense put where it will do the most good for the comfort and health of pupils. I. C.

FOREIGN EDUCATIONAL NEWS.

SWITZERLAND. Mr. Simon in Ragaz presented last summer each teacher of his little town with a railroad ticket to Milan and Genoa and back, to each of which he added a 50 franc note, for the purpose of "increasing their geographical knowledge." Not that the generous man meant to insinuate that the teachers did not know enough in geography, but to find a pretext for a good, generous, noble deed.

GERMANY. The city of Breslan has eight gymnastic halls and three separate gymnastic yards. Six of the halls are connected with school houses.—Berlin

has 80 such halls belonging to the schools of the city. The royal schools in Berlin have also 20 halls—a total of 100 gymnastic halls in Berlin. Dresden has 50, Frankfort on the Main 39, Leipsic 30, Braunschweig 22, Duesseldorf 28, Cologne 36, Chemnitz 20.

HUNGARY. Since 1869 the number of pupils in elementary schools increased three fourths of a million, that of the schools 2,700 (among these 2,682 (!) in which the Hungarian language is spoken. The number of teachers has increased 6,300, and during the last 20 years 4,570 schools were built. Despite all that, the number of pupils outside of the pale of school influence is about 500,000, and that of children of half-day schools about a quarter of a million. The state as such only paid 1 and 8-10ths million florins in 1887 for school purposes, that is 56 per cent. of the ordinary budget.

AUSTRIA. It is the intention in Vienna to establish there separate schools for weak-minded children, each to begin with two grades. This will be done to free the other schools of elements which retard their progress, and to give the dullards special treatment which will benefit them better than the instruction they can get among brighter boys and girls. Elberfeld in Rhenish Prussia opened the first of such special schools for dullards which has now three classes.

GERMANY. Last summer the "Society of Public School Teachers" of Berlin (2251 members) was admitted to the large "German Teachers' Union" which now has 34,000 members. The only parts of Germany which have not joined are Baden, Bavaria, Saxony, Thuringia, and Mecklenburg. The union was founded in 1871.

STATE EXAMINATION QUESTIONS.—AUGUST, 1889.

PHYSICS.

[Answer any nine questions.]

1. Distinguish (a) atom from molecule, (b) cohesion from adhesion, (c) compressibility from elasticity.

2. With what velocity must a ball be thrown to strike the top of a flag staff 257.32 feet high? What will be the time required for its flight?

3. Explain, using diagram, the philosophy of the action of the siphon and of the lifting-pump.

4. (a) Explain with the aid of diagram, why a solid is buoyed up by a fluid and with how great a force it is buoyed up? (b) A solid floats at a certain depth in a liquid, when the vessel that contains it is in the air; if the vessel is placed in a vacuum, will the solid sink, rise, or remain stationary?

5. (a) Write the three laws of motion. (b) Name and describe the three states of equilibrium of bodies.

6. Define energy; potential energy; kinetic energy; physics.

7. (a) Using diagram explain the formation of the real and of the virtual image by a double convex lens. (b) Write the undulatory theory of light.

8. What is sound? Explain how sound originates and how it travels. Distinguish between noise and musical sound.

9. (a) Define Thermo-Dynamics. (b) Write the doctrine of correlation and conservation of energy. (c) State the mechanical equivalent of heat.

10. Define heat. Treat of its sources.

11. What qualities would a perfect battery have? Describe electrotyping.

READING CIRCLES IN RICHLAND COUNTY.

Since Dec. 1, 1889, five circles with a total membership of about fifty have sprung up, and four of them hold regular weekly meetings; the other meets fortnightly. No forcing process has been applied and we hope for a solid, healthy growth. We are sure that a good winter's work will be done, even though it intermits during the summer months. Our principals of the graded schools are taking an active part and we hope this may serve to keep the organization from decay. They serve as a nucleus around which the teachers in the country schools may gather.

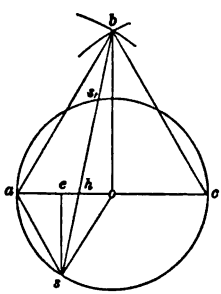
Many more teachers are waiting to begin the work, and by spring I think we can report a total membership of a hundred or more. I can not predict the resnlt, but we are content to wait and see.

Very truly yours,

J. W. Burns.

MATHEMATICAL SECTION.

THAT GEOMETRICAL PROBLEM.



Let the radius of the circle equal unity. Describe the arcs according to the theorem locating point b at their intersection. Connect b by straight lines with the center of the circle, also with each extremity of the diameter. Then will triangle a b c be isosceles, b o a a right angle, b a = 2, and o a = 1. Whence b o = $\sqrt{3}$. Suppose the diameter divided into n equal parts (n being any positive whole number). From a, the left extremity of the diameter take a h equal to $\frac{4}{n}$ and from b draw a straight line through the point h, cutting the circumference at s. (There are two intersections, s and s, the first of which, I suppose is the one intended although not so stated.) Connect a and s, then will a s, according to the theorem be one side of a polygon of n sides. From s drop s e on and perpendicular to the diameter. Now since the radius is unity e s equals the Sin and e o equals the cos. of $\frac{360°}{n}$.

o h $= \frac{(n-4)}{n}$. Whence b h $= \sqrt{\frac{4n^2 - 8n + 16}{n^2}}$. e h $= \cos.\frac{360°}{n} - \frac{(n-4)}{n}$

Then $h\,s = \sqrt{\dfrac{n^2 \sin.^2 \frac{360^\circ}{n} + \left(n \cos. \frac{360^\circ}{n} - n + 4\right)^2}{n}}$. Triangle b o h and s e h being similiar right angled triangle give the proportion.

$$\text{Sin. } \frac{360^\circ}{n} : \sqrt{3} :: \sqrt{\frac{n^2 \text{ Sin.}^2 \frac{360^\circ}{n} + \left(n \cos. \frac{360^\circ}{n} - n + 4\right)^2}{n^2}} : b\,h$$

$$\text{whence } b\,h = \sqrt{\frac{6\,n^2\left(1 - \cos. \frac{360^\circ}{n}\right) + 24\,n\left(\cos. \frac{360^\circ}{n} - 1\right) + 48}{\text{Sin.}^2\, n^2}}$$

Now if the theorem is true the two values for b h are equal, that is the line b h derived from the proportion of similar triangles *always* meets the line o b at the point b. Putting the two values equal to each other we have

$$\sqrt{\frac{6\,n^2\left(1 - \cos. \frac{360^\circ}{n}\right) + 24\,n\left(\cos. \frac{360^\circ}{n} - 1\right) + 48}{\text{Sin.}^2\, n^2}} = \sqrt{\frac{4\,n^2 - 8\,n + 16.}{n^2}}$$

Squaring both numbers, transposing and multiplying through by $\text{Sin.}^2\, n^2$, it gives the equation

$$(1.)\quad 6\,n^2\left(1 - \cos. \frac{360^\circ}{n}\right) + 24\,n\left(\cos. \frac{360^\circ}{4} - 1\right) - \left(4\,n^2 - 8\,n + 16\right)$$

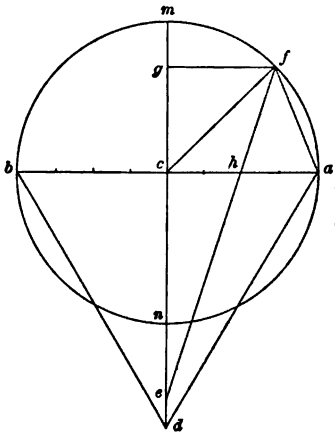
$\text{Sin.}^2 \frac{360^\circ}{n} + 48 = 0$. Knowing the number of sides of the polygon, the above equation may be solved. Take an octagon, whence $n = 8$; $\frac{360^\circ}{8} = 45^\circ$. Sin. of $45^\circ = \sqrt{1/2}$, cos. of $45^\circ = \sqrt{1/2}$. Substituting these values in equation (1.) it reduces to $64 = 0$, which is absurd. Therefore the two values of b h are not equal to each other; the line b h found by the method of similar triangles does not *always* meet the line b o at the point b and the theorem will not hold. In the case of a square, triangle or hexagon, n becomes respectively 4, 3 or 6; by substituting these values in equation (1.) it reduces to $0 = 0$. Hence, while the theorem is true for some special polygons, it in general will not hold.

H. F. Stecker.

MADISON, Wis.

TO INSCRIBE ANY REGULAR POLYGON.

I first heard of the rule in question (see November JOURNAL OF EDUCATION, p. 466,) about sixteen years ago. It is a very good approximation, but an approximation *only* in the general case, although it is my impression the method is *exact* for an inscribed triangle or hexagon. The following work, based simply on the elementary principles of Plane Geometry, will show that the rule gives *no more* than an approximation:



In any reputed geometric proposition, one case of exception is all that it is necessary to find in order to show that the proposition is not true.

In the figure let a b d be an equilateral △ described on the diameter a b. Draw d m through d and c. It will be ⊥ to a b. Bisect a c m by the line c f. Then a f is the side of a reg. inscribed octagon. Divide diam. into 8 = pts., and through 2d pt. of division, h, draw f h and produce it to meet m d in e. If the proposition be true, e will coincide with d. Draw f g ∥ to a b. Then from similar △ $\frac{fg}{hc} = \frac{ge}{ce} = \frac{gc + ce}{ce} = 1 + \frac{gc}{ce}$. Now let radius = 1; then $hc = \frac{1}{2}$ and $fg = cg = \frac{1}{2}\sqrt{2}$ ∴ $\frac{\frac{1}{2}\sqrt{2}}{\frac{1}{2}} = 1 + \frac{\frac{1}{2}\sqrt{2}}{ce}$ ∴ $ce = \frac{\frac{1}{2}\sqrt{2}}{\sqrt{2} - 1} = \frac{1 + \frac{1}{2}\sqrt{2}}{1}$ ∴ $ce = 1 + \frac{1}{2}\sqrt{2}$. Now in triangle a c d, a c = 1, a d = 2 ∴ $cd = \sqrt{3}$. $\sqrt{3} > 1 + \frac{1}{2}\sqrt{2}$ ∴ $cd > ce$ ∴ prop. is not true.

C. A. Van Velzer.

UNIVERSITY OF WISCONSIN.

IN ARITHMETIC.

EDITOR OF JOURNAL: Please give solution of the following example in the next JOURNAL and oblige a reader.

"Bought a bill of lumber amounting to $3500 on 6 months credit; two months afterward paid on account $1500, and one month later $1000. Find the present worth of the balance at the time of the second payment, interest, 7 per cent.?"

Ans. At the date of second payment the debtor had had the use of $1500 for two months, equivalent to the use of $3000 for one month. He had also had the use of $2000 (of which he now pays $1000.) for three months, equivalent to the use of $6000 for one month. He has had then the use of $9000 for one month or $1000 for 9 months. But he was entitled to the use of $3500 for 6 months, equivalent to the use of $1000 for 21 months. Hence he is still entitled to the use of $1000 for 12 months. The amount due therefore is 1000 ÷ 1.07.

T. B. P.

IN THE SCHOOL ROOM.

SOME TEACHING DEVICES.

IN NUMBER.—The following method in number work has been found useful in primary rooms. It holds the attention of the pupils when they come in from the play-ground restless and full of other thoughts.

The following is put upon the board:

+ ‖	7	11	2	18	40	22
× ‖	8	12	4	16	25	50
— ‖	9	6	3	20	36	60
÷ ‖	10	5	24	15	14	35

The teacher points to one of the numbers, then to a sign and then to another number. The pupils read thus as the teacher points: 8 multiplied by 11 = 88, or 18 + 24 — 10 × 32.

As they become familiar with one set of numbers put a new one on the board. They may be arranged in a circle or a square with the signs in the centre.—*School Journal.*

In Language.—The following suggestions are taken from a manual prepared by the board of supervisors for the public schools of Boston:

Analogous Words.

There is usually some mark in the word itself which indicates the fact that the vowel is long. For example:

(1.) That final *e* silent is such a mark, may be taught by writing in parallel columns, and letting the children pronounce as the writing goes on, such words as the following:—

can	cane	hop	hope
cap	cape	not	note
hat	hate	rod	rode, etc.

Exceptious in familiar use, as *have*, *love*, *some*, *come*, etc., should be taught as exceptions.

(2.) That *i* following *a* may be regarded as an indication that *a* has the long sound, is shown by such words as the following:—

am	aim	lad	laid
bat	bait	ran	rain
clam	claim	pan	pain, etc.

(3.) That *a* following *o* may be regardad as a mark indicating that the *o* is long, is shown by such words as the following:—

blot	bloat	got	goat
clock	cloak	or	oar, etc.

(4.) That *a* following *e* is usually an indication that *e* is long, is shown by such words as the following:—

Ben	bean	met	meat
bed	bead	red	read, etc.

In Division of Fractions.—I take an apple, and cut it into four equal parts. I then hold up one of the pieces and ask what part of the apple it is; they answer, one-fourth; this I put away, and, in response to a question, am further told that three-fourths remain.

I then proposed to divide these three-fourths among four boys. Here was a difficulty as could be plainly seen from the perplexed expression on the faces of the pupils. They needed help, and I gave it to them in this way. By a few

questions they were led to remember, that "if both numerator and denominator are multiplied by the same number the value is not changed." This abstract principle we proceed to apply to the concrete example before us. I took the fourth of the apple, previously laid down and put it with the other three-fourths. By a few more questions they were led to tell me, that I must divide each fourth into four other parts; then I asked "Into how many parts have we *now* divided our apple?" I receive the instantaneous answer, "sixteen parts." They are then easily led to see that four-sixteenths are of exactly the same value as a former one-fourth.

Again I conceal the fourth (now cut into four other parts) and lead the children to see that the twelve-sixteenths we now have, are identical with the three-fourths that we undertook to divide among four boys. Having this basis, I find no difficulty in learning from my eager and happy pupils, that each of the four boys ought to have three-sixteenths of an apple.

I dismiss my class with the consciousness that my first lesson in Division of Fractions has not been a failure.—*Popular Ed.*

In Composition.—Have the children write on the following subjects without special preparation. It should be distinctly understood that if nothing is known of the subject no attempt at writing upon it is to be made: How to Take Care of a Canary; How to Set the Wickets for Croquet; How to Shoe a Horse; How to Set a Table; How to Make a Bed; Name the Players in a Base-ball Game; What are the Requisites for a Good Captain of a "Nine"? What are the Requistes for a Good Catcher? a Good Pitcher? a Good Short-stop? a Good Batter? What is the Best Policy for Running Bases? Name the Good Points of a Horse; Tell How to Harness a Horse; Tell How to Make a Kite; How Do You Fly a Kite? Tell How to Build a Fire; Tell How and When to Plant and How to Care for and Pick Peas; Tell How and When to Plant and How to Gather Potatoes.

A Letter Game.—Get half a dozen wide-awake people around the table, and then put a letter-box in the hands of some steady head who can be trusted as umpire. He will throw a letter in the center of the table, and the first one in the circle who can tell a geographical name beginning with the letter in sight takes the letter; and the one at the conclusion who can count the greatest number, is the winner of the game. Any name of any place under our sun which is of sufficient dignity to possess a post-office, is legitimate to use; or that of any lake, river, mountain, or sea.

USEFUL EXERCISES

In Pronunciation.—Pronounce with thoughtful pauses and distinct enunciation. Note the double meaning in many of these.

1. He is an old and experienced man in evil he is ever suspicious with advice he takes no stock in truth wherever found he is on the popular side.

2. What do you think I'll shave you for nothing and give you a drink.
3. Woman without her man is a brute.
4. There's a divinity shapes our ends rough hew them as we will.
5. Would you rather kiss the Pope's toe or Harriet Beecher Stowe?
6. I scream for ice-cream.
7. What was her maiden name? Her maiden aim — to get married.
8. The teacher sought to sow; the teachers ought to sow.
9. I said an ocean not a motion.
10. I said "hand some ice" not "handsome mice."
11. It is an ice-house not a nice house.
12. The government mint makes much money.
13. Shall she sell sea-shells or seek shorn sheep?
14. A big black bug bit a boy's brown bear. (Vary the order of these words.)
15. Round the room the rugged, ragged rascal ran. (Change the order.)
16. Do you think Johnson lost his book? (Vary the place of emphasis.)
18. Come home early to-night John Jones please. (Give this with moderate tone; repeat, increasing the volume and omitting the last word; increase still more, omitting last two; and so on till but one strong word is left.

SYNONYMS.— Put the following on the blackboard and let your pupils tell in writing the distinctions between the words and use them correctly in sentences:

1. Did you *conceal* or *dissemble* the truth?
2. Was the incident *laughable* or *ludicrous?*
3. Are you *content* or *satisfied* with what you get?
4. Are you content or satisfied with what you *have?*
5. Was his opinion *contemptuous* or *contemptible?*
6. Did he display *gallantry*, *intrepidity*, *fortitude* or *heroism* in his sufferings?
7. Was it *vexation* or *mortification* you displayed in your disappointment?
8. Is "We learn to do by doing," an *adage*, a *maxim*, a *proverb*, or an *axiom?*
9. Were you *prejudiced*, *biased*, or *predisposed* in your opinion of the case?
10. Are those who pretend to be what they are not *hypocrites* or *dissemblers?*

THOUGHT QUESTIONS IN GEOGRAPHY.— 1. What two American cities are nearest to the Canadian boundary?

2. In what month and about what date are the days the longest?
3. What country of Europe is celebrated for its silk production?
4. Which continent has the longest coast line, compared with its area?
5. What language is spoken in Brazil? Peru? Australia? Italy? Scotland? Holland?
6. In what standard-time belt is Texas?
7. Write the following States in the order of their size, beginning with the smallest: Vermont, Connecticut, Texas, California, Ohio, Kansas, New York, Delaware, Iowa, South Carolina.
8. Name five large cities of the United States, each of which is situated on the boundary line of a State.

9. In what countries, states, or localities are the following minerals found in greatest abundance: *coal*, *iron*, *gold*, *zinc*, *copper*, and *silver?*

10. Name three republics, three empires, and three kingdoms.

HISTORICAL CONUNDRUMS.—

1. He made what would separate fibre from seed;
   His mighty machine caused the nation to bleed.
2. He canned up words, he gave speech wings,
   A glorious light from his arches springs.
3. From a curious blunder arose his fame,
   To the biggest thing ever found he gave a name.
4. He dug a ditch between two seas,
   Where largest ships could sail with ease.
5. His pathway through the desert led,
   From salt sea-bed to mountain-bed.
6. A coward, a prattler, an obstinate fool,
   A pedant, a king, an obedient tool.
7. He read a great poem before a great fight.
   He climbed up a cliff and died on the height.

OUR BOOK TABLE.

A TEXT-BOOK OF AMERICAN LITERATURE.

AMERICAN LITERATURE, By Albert H. Smith. Eldredge & Bro., Philadelphia. 304 pp.; 90c.

American Literature has become so extensive and valuable, so much a part of the life and thought of our people, that a mere appendix to a history of the literary development of the mother country no longer serves to prepare school children to understand and appreciate it. It must receive an independent treatment. And yet great difficulties beset one attempting thus to treat it, arising from the fact that it is so new, and that in many cases fixed estimates of authors and of works have not yet become established. The author of this little volume has not escaped all the shoals and quicksands which lie in the track of such a venture, but he has produced a very serviceable book. He has wisely decided that the colonial literature has no place in elementary instruction, and has therefore devoted but thirty pages to a sketch of that and of the literature of the Revolutionary period. He has grouped his treatment of the subsequent development under the titles The New York Writers; The Awakening of New England; Longfellow, Holmes and Lowell; The Historians; Edgar Allan Poe and other Southern Poets; From Cooper to the Civil War; and After the Civil War. The grouping is therefore partly historical and partly geographical, but is perhaps as convenient as any which could be suggested. It shows that the theme is conceived as a history and not as a mere series of biographical and critical notes.

This is very satisfactorily apparent in the earlier chapters, where causes, relations and tendencies are skillfully pointed out, and the relation of literary activity in this country to that in England and to the general historic movement is clearly set forth. The forces shaping present growth are not so clearly manifest, although the the literary results of the opening of the west are sufficiently indicated. The sketches of authors and their works are pleasing and the criticisms generally appreciative and discerning. Indeed the book seems to us an excellent manual for school use, comprising in one hundred and fifty pages a clear, systematic and fairly full sketch of the literature of this country. The last half of the volume is devoted to readings from some of the authors—it can hardly be called illustrations for not more than twenty-five authors are represented and most of these very briefly. Here the necessity of making a small volume set very close barriers, which could not be overpassed. The selections made are however as truly illustrative as any which could have been chosen. The book is deserving of hearty commendation for the use of teachers and pupils.

—HARVARD STUDIES IN CLASSICAL PHILOLOGY, edited by a committee of the classical instructors of Harvard University, Vol. 1, (Ginn & Co., 206 pp.; $1.00.) initiates a new enterprise in the promotion of classical study in this country. A fund of $6,000 for the support of this publication has been subscribed by the class of 1856, and a committee of the classical instructors of the University edit the yearly volume. Its papers will be furnished chiefly by the instructors and graduates of the University, although contributions from other sources will not necessarily be excluded. This volume contains eleven papers. The second, on the mode of producing fire among the ancients, creates a singular impression as of old time scholarship by the fact that it is written in Latin. Two of them are discussions of certain Greek constructions, by Prof. Goodwin; one discusses a Latin construction; Prof. Lane's Notes on Quintilian, and Prof. Smith's brief treatment of "egregium publicum," are similar in character. The opening paper, by Prof. Greenough, treats of The Fauces of a Roman House, and the closing one by Mr. H. W. Haley, of The Social and Domestic Position of Women in Aristophanes. The volume is a credit to American scholarship, and will help to stimulate classical scholarship in this country.

—FIRST LESSONS IN POLITICAL ECONOMY, by Francis A. Walker, (Henry Holt & Co., N. Y.; 323 pp.) commends itself both in its plan and execution, as an exceptionally valuable manual on this subject for high schools. The author recognizes that the preparation of a text on this subject for young students is a task "the most difficult at which an economist can aim." He has adopted certain principles to guide him in the undertaking: to make a book which shall be not childish but substantial and valuable; to use the proper terms of the science and not resort to baby paraphrases; to make the book easily intelligible by clearness of thought and direct and forcible presentation; and effective by frequent repetitions of cardinal doctrines and a free use of concrete illustrations. He holds that political economy can be taught to pupils of fifteen and sixteen years of age as well as geometry can, if as much pains is taken with it, and, we

would add, if the master himself knows the subject as well. This is the condition difficult to realize as yet, but the practical importance of the subjeet compels us to seek diligently to attain it. A vigorous, sensible text-book like the present, containing a consistent and fairly complete outline of the science, will prove an important aid to teachers who are trying to deal with it, and ought to do something to further its more general introduction.

—BIBLE SELECTIONS AND RESPONSIVE READINGS, for use in schools, arranged by George W. Winslow, with an introduction by Rev. Joseph T. Duryea, (Charles H. Kilborn, Boston; 326 pp,; 60 cts.) arranges the selections with reference to the time of year and the holidays, as harvest readings, thanksgiving readings, Christmas readings, etc. There are at the close miscellaneous, and responsive readings. The selections are of suitable length and unsectarian in character. The introduction is an argument for the use of such readings in school, but we find nothing new in it. Those who oppose will find in it the same assumptions which seem to them inadmisable, and that blending of church and state, from inability to discern the limits of each, to which they are accustomed to object in such arguments.

—ENUNCIATION AND ARTICULATION, by Ella M. Joyce, (Ginn & Co.; 88 pp., 35c.) offers a set of exercises under each letter and each peculiar combination of letters for drill in correct enunciation. It is designed for use in the earlier years of school life, and will undoubtedly promote correct habits of speech.

—AN ELEMENTARY TREATISE UPON THE METHOD OF LEAST SQUARES, by George C. Comstock, (Ginn & Co,; 68 pp., $1.05.) the author tells us, "has grown out of attempts to so present the subject to students of physics, astronomy and engineering, that a working knowledge based upon an appreciation of its principles might be acquired with a moderate expenditure of time and labor." Accordingly he has avoided theoretical explanations as much as possible, and carries the student as directly as he can to the practical application.

—BEES, A STUDY FROM VIRGIL, by Mary E. Burt, (S. R. Winchell & Co., Chicago.; 15 pp., 10c.) is an adaptation from Davidson's translation of the fourth book of the Georgics, and is designed for the study of young readers in connection with John Burroughs' "An Idyll of the Honey-Bee."

—PARTS OF SPEECH AND HOW TO USE THEM.—TEACHERS' EDITION (Ginn & Co., 89 pp.; paper, 17c.) offers a series of helps, suggestions, exercises, etc., to aid teachers in the use of Mrs. Knox's little book of the same title.

—WORD BY WORD, an Illustrated Primary Spelling Book, by J. H. Stickney, (Ginn & Co., 112 pp.; 22c.) deserves to be singled out from the class to which it belongs for the philosophical principles of teaching embodied in its plan, and the very practical and attractive manner in which they have been realized. The book is a treasure to any primary teacher.

—THE SECOND READING-BOOK, by Eben H. Davis, (J. B. Lippincott & Co., 208 pp.; 40c.) gives matter to rouse the pupils' powers of imagination, seeking its material partly in stories which reproduce the talk of well-bred children, and partly in the folk-lore classics of the world.

—C. W. Bardeen issues in separate pamphlets, 15 cts. each, some of the chief papers read before the National Educational Association last year—*Honorary Degrees, Pedagogical Chairs in Colleges, Methods of Instruction and Courses of Study in Normal Schools, Educational Value of Manual Training, and Denominational Schools*, 25c.

—THE MUSICIAN'S CALENDAR FOR 1890, compiled by Prof. Frank E. Morse, (Silver, Burdett & Co., Boston; 50c.) is a beautiful and artistic ornament for the home, this third issue being more attractive than either of its predecessors. On the background is an artistic and accurate portrait of Prof. John Knowles Paine, of Harvard University, while the pages of the Calendar itself are filled with interesting facts relating to eminent American musicians, and also many important facts concerning the history of music in this country. The Calendar is also enriched on every page by choice selections of prose and poetry, largely from American authors, relating to music.

—VICK'S FLORAL GUIDE is an old favorite which this year appears in an entirely new form and new dress. Those who wish to know anything about flower or vegetable seeds should send for a copy of it, and thus come into relations with one of the oldest and best seed houses in the United States. With this Guide, and *Vick's Monthly Magazine*, ($1.25) one will be well equipped for amateur gardening; and it is surprising what an interest and freshness they throw around plant culture, and how perfectly through them one is able to "keep up with the times." James Vick, Rochester, N. Y.

LITERARY ITEMS.

—The *Arena* has at once established for itself a notable place among our monthlies. The first two numbers were vigorous, fresh and free in thought, stimulating even where one must dissent from the teaching. The February number maintains the reputation thus established. Clinton B. Fisk discusses the rum question from the prohibition point of view, and in a later number Dr. Howard Crosby will reply for the advocates of high license. Richard Hodgson, secretary of the American Society for Psychical Research, has a valuable and interesting paper on Ghosts of the Living and the Dead. James T. Bixby has a timely paper on Robert Browning and his Message to the Nineteenth Century. The *Arena* departs from the usage of publications of its type by such papers as that of Mr. Murray in the January number and the delightful reminiscences of her own early dramatic career by Madam Modjeska. Equally novel is Edgar Fawcett's poem "In the Year Ten Thousand," which criticises the present by adopting Mr. Bellamy's familiar device. In short the number is full of attractions.

—*Wide Awake* has out done itself in the February number. With Boyesen's The Sons of the Vikings, Mrs. Fremont's Kit Carson, Miss Knight's A Boyhood in Athens, Grant Allen's Wednesday the Tenth, and Mr. Black's Confessions of an Amateur Photographer, and a charming miscellany besides, it makes an ideal young folks' magazine.

—Houghton, Mifflin & Co. announce a new book on Civil Government by John Fiske, which treats in a simple way of the government of towns, cities, states and the nation. They will also publish Waste Not, Want Not and The Barring Out, from Maria Edgworth's Parent's Assistant as No. 44 of the Riverside Literature Series.

—The old charm which rendered the Autocrat so delightful is found again in Over the Teacups, which is especially varied and attractive in the February *Atlantic*. Of essays The Behring Sea Question and Mr. Bellamy and The New Nationalist Party; of reviews An American History of the English Constitution, and The Reconstruction of Europe; of

serials Sidney, and the Begum's Daughter furnish the chief attractions of the present month.

—*Scribner's Magazine* for February has a very valuable paper on Life Among the Congo Savages. An Archæological Discovery in Idaho gives the first full and trustworthy account of the miniature pre-historic image found at Nampa, almost 300 feet below the surface—from geological strata which Mr. S. F. Emmons the geologist pronounces "Older by far than any others in which human remains have been discovered." Other articles are John Ericsson, A Day in Literary Madrid, Through three Civilizations and two excellent Serials.

—Ginn & Co. announce for early publication "*Plant Organization*," by R. H. Ward, a guide to the study of plants; and two books prepared by the late Prof. W. F. Allen, of the Wisconsin State University, *A Brief History of the Roman People*, and *The Annals of Tacitus*.

NEWS AND NOTES.

—The Meeting of the National Educational Association at St. Paul next July promises to be the largest, if not the most important educational gathering which will have assembled on this planet. The Northwest will naturally dominate the meeting to a great degree; and it behooves Wisconsin to put herself well at the front in the matter of attendance and membership. The State Teachers' Association at its last meeting appointed a Committee of "Agitation and Arrangements," and this committee has already begun its work. During New Years' week Pres. Salisbury and Pres. Emery of the committee visited St. Paul and established Wisconsin Headquarters, for July 4-12, at the Windsor Hotel, which will entertain Wisconsin teachers at rates from $1.75 per day upwards, according to accommodations furnished. This hotel is large, well-kept, and very centrally located. The railroads will carry at one fare for the round trip, plus the membership fee of two dollars. Entertainment will be provided in private houses at low rates for those who do not wish to go to hotels. Numberless desirable excursions in all directions from St. Paul will be organized at low rates. And above all an extensive program will bring before the members, in large meetings and in sections, the most prominent educators of the nation on themes of vital and present interest. Why should not 2,000 of Wisconsin teachers and their friends enjoy the privileges thus offered? *Why not?*

—Some forty candidates presented themselves at the winter session of the State Board of Examiners for Teachers' Certificates. Limited certificates were granted to Miss Sophia E. Davis, of Winneconne; George E. Dietrick, of Avoca; Jesse E. Evans, of Mauston; and John Jones, of Prairie du Sac. Two life certificates were granted, one to M. H. Jackson, of Whitewater, and the other to H. F. Wieman, of Madison.

—The meetings of the County Superintendents devoted special attention to the workings of the library law, and the Bennett law, and the management of institutes. Regarding the first it appeared that considerable progress is making in the establishment of libraries. The chief difficulties arise not from opposition to it, which can hardly be said to exist, but from indifference and hesitation to enter upon a new line of action. Wherever carried out, so far as appears, the law is popular, and the effects of it upon the pupils and the

schools are very beneficial. It is clearly the duty of town treasurers to withhold from school moneys coming to their hands ten cents for each pupil in the town to be devoted to the purchase of a library. Subsequent amendments show that the intention of the legislature was to make this provision mandatory, and treasurers who disregard it will be acting in violation of the statute. Regarding the Bennett law also there is great diversity of results. Some superintendents report a number of boards as operating under it, and others that little has been done. The State Superintendent explained that the prevailing apprehension among friends of the parochial schools that it was intended to be hostile to them, or was the opening wedge for state intermeddling with their schools, is entirely groundless, and urged the superintendents to do all they can to allay such feeling, since a reasonable construction of the law gives no ground for it. Regarding institutes, the short ones were manifestly in favor. Those with two conductors met with warm commendation, the chief objection being the added expense, which the institute fund at present hardly justifies.

— How the plan of graduation from the district schools is working may be judged by the following reports made at the Superintendents' meeting at Madison: Superintendent Mahoney said he graduated 108 in Vernon county. Superintendent Murphy said sixteen were graduated in the western district of Dane county, out of twenty-five applications. Superintendent Johnson, of La Fayette county, issued forty-five diplomas. Superintendent Harper graduated ninety-five in Grant county. Superintendent Sheridan issued forty-five diplomas in Jefferson county. Superintendent Wiswall graduated forty-five last year.

— At Dodgeville over one hundred pupils are enrolled in the high school room, thirty-seven of whom are non-residents. All departments of the schools are full to overflowing.

— Progress is making at Eau Claire towards the establishment of a central high school, and the consequent unification of the school system. A committee was appointed by the Board of Education to determine how money may legally be secured for erecting a high school building, and the matter of determining a site was laid over to the next meeting because of questions with regard to street railway rates. The fourteen different schools of the city were given names, and provision was made to compel children between ages of 7 and 14 to attend school according to law and the various janitors were appointed as officers to see the law enforced. They are to catch all children, of compulsory age whom they may find in alleys, streets or other public places, and take them to some school to be designated by the parents or guardians, and if they refuse to designate a school, then in some school to be designated by the board. The question arising in this and other cities whether the law could be enforced this year on a notice by the board published later than Sept. 1st last, has been decided in the affirmative by opinion of the attorney general transmitted to the local board through the state superintendent of public instruction, viz: That the provision for notice is directory, bnt not mandatory.

— Subscribers are reminded that this is the second number of the JOURNAL in the new year, and that it is more satisfactory for them and us to pay subscriptions promptly in advance. The JOURNAL is sent to subscribers until its discontinuance is ordered. This is a policy of long standing, and is proba-

bly most convenient for all concerned. Those who wish a discontinuance should notify us promptly, and settle up arrearages. We have evidences which are very gratifying that the JOURNAL is appreciated by a large body of intelligent and progressive teachers and school officers, on whose active support its continuance depends. We rely on such to make the JOURNAL known, and as an encouragement to do work of this sort we will give to any one who sends us the name of a new subscriber with payment in advance credit on our books for six months on his own subscription. This is a liberal offer, and ean only be made for a few months. All subscribers are entitled to the clubbing rates, and if your JOURNAL is paid for subtract one dollar from the club rate for the journal you wish and send us the remainder and we will have the paper sent you. We have been able thus to help many of our readers to good periodicals at a considerable discount from the regular rates. Help us and we will try to help you.

—Arrangements are well under way for the coming session of the Wisconsin Summer School for Teachers, which will open this year in Madison the week following the meeting of the National Educational Association at St. Paul. This will make it begin July fourteenth, a little later than usual, but so as to close with the first full week in August. The essential features of the school will remain unchanged but it is hoped from time to time to introduce one or more new branches, so that all who are interested in any line of study should watch the announcements from year to year. It is a great advantage not to be overcrowded with work when at the school, and those who are planning to attend are urged to select one or two studies, and reserve all other branches to be taken some other time. We hope to be able to publish the plan of work for next year in our March issue.

—The Farmers' Institutes are doing an excellent work in interesting the people in the work of the schools. We have on our table the circular announcements and programs for seventeen of them, and in all one evening is devoted to education. There is generally a paper by the county superintendent, one by some teacher of the county and perhaps one or two others by persons interested in the work. Such topics as Our Common Schools, Farmers' Schools, The Value of Education, Our Rural Schools, The Relation of the Farming Community to the Schools, The Public Schools vs. the Farmer's Boy, The Education of the Boys, How Shall We Increase the Efficiency of Our Schools? The School as a Preparation for Life, The Purposes of the Common School, Advantages of Education to the Farmer, Our High Schools, etc., show how practical these meetings are, and what a help they must be to developing an intelligent appreciation of our schools. Teachers do well in attending these gatherings and so far as possible contributing to their interest.

—Send to W. J. Button for the pamphlet offered free to teachers, as noticed under "Literary Items."

—Prof. C. A. Clark, principal of Albion Academy, died last month of hydrophobia, brought on bv the bite of a cat which was not at the time considered a matter of any importance. He assumed charge of the academy at the commencement of the present school year, and consequently had not become very extensively acquainted in the state.

—Taking all things into account it is safe to say that county superintendents are the most poorly paid of all county officers, and yet the work committed to their hands requires thorough culture

and technical knowledge as well as a large measure of practical wisdom. Here is an illustration at hand. Jefferson county is among the more liberal ones of the state in this matter, but the report of the Board of Supervisors shows that the janitor of the court receives $700 salary and $30 for incidentals and the county superintendent $1000, and $60 for incidentals. The difference will about pay the traveling expenses of the latter. Will any sensible man say that this is a rational adjustment of salaries?

— In the blank for reports sent to his teachers by Supt. Bunnell, of Juneau county, are the following questions: Is there a school library in the district? If so, how many volumes have been added during the year? What is the number of volumes in good condition in the library?

— Supt. Sheridan, of Jefferson county, states in his report that "213 different persons were employed last year in the 160 positions in our schools. Although this is eleven less than were engaged the previous year, it still indicates the prevalence in many districts of a disposition to change teachers every term. It is not necessary to state the injurious results of such frequent changes. The best graded and most advanced schools we have are those that have been under the management of competent teachers for a succession of terms. The boards that control city schools hire teachers by the year and retain them as long as satisfactory work is done; all of our country schools need similar management." Real progress is almost impossible so long as school boards adhere to this practice of changing the teacher every term. There are only sixteen teachers in the county holding limited third grade tickets—twenty-two less than there were last year.

— *Education* has some sharp comments on teachers' associations as they are at the east. Perhaps they will prove suggestive, so here they are: "The regulation educational convention is apt to consist of such teachers of the public schools as are interested in setting only a two days' reading of papers, generally by well known experts, with no opportunity for discussion. The college men, the scientific fraternity, the art and physical experts, rarely appear save as invited guests; and the whole arrangement inclines, when held in an attractive locality, to expand into a huge excursion, or at best an enthusiastic mass-meeting; or, in a winter city, to a sparse attendance of somewhat weary lookers on."

— But what is the remedy? Of this, which we are especially interested to hear about, the oracle says nothing, or nothing but an exhortation to the National to get together a better crowd and "grapple with two or three live topics, with ample opportunity for comparison of views and leisure for genuine intercourse." The trouble is that such an opportunity is one sure to be wasted. And, after all, are teachers alone in this plan of proceeding? Might not the criticism be applied with equal justice to the scientific associations, the philological gatherings, the oriental societies, to anything but a Christian Temperance Association and a ward caucus?

— The following circular shows what one section of the state is doing for an independent Association. Prin. Mayne writes: "We expect fully 1000 teachers present at the meeting."

SOUTH-EASTERN WISCONSIN TEACHERS' ASSOCIATION.—In pursuance of a call signed by a large number of teachers of South-eastern Wisconsin, a meeting was held at Madison, at

the time of the State Teachers' Association, for the purpose of organizing an association for that part of the State. At that time, a committee was appointed having power to provide for time, place of meeting and program. The committee decided to provide for a two days' meeting at Waukesha, to occur, if possible, at the time of the Spring vacation. Three dates were suggested, as coming in the period mentioned—March 28-29, April 4-5, and March 31-April 2, beginning with a lecture on the evening of the 31st. Will you please indicate, on a postal card, your choice of the above dates, and send teh same to D. D. Mayne, Fort Atkinson, Wis., at your earliest convenience. Please note that April 4th is Good Friday. We desire to have the meeting at such time as may accommodate the greatest number.—The program is not as yet complete, but we can say with confidence that it will be of a nature to attract everyone who is interested in education and in his own advancement. Trains to and from Waukesha run very favorably, so that teachers from this part of the State can conveniently attend both days of the meeting and return to their homes on the evening of the last day's session. Hoping and expecting to see you at Waukesha, we are,

Yours for the Cause of Education.

Committee: D. D. Mayne, Fort Atkinson; S. Y. Gillan, Milwaukee; W. J. Desmond, Milwaukee; A. J. Volland, Racine; Wm. Middlecamp, Somers; J. H. Gould, Lake Geneva; Prin. Meyers, Port Washington; Geo. H. Reed, Waukesha; A. J. Smith, Waukesha; J. A. Sheridan, Waterloo; J. H. Derse, Horicon; H. W. Rood, Palmyra; W. S. Axtell, Beloit.

HINTS FOR TEACHERS, (paper, 20, pages,) by William J. Rolfe. A. M. Litt. D. A copy of this valuable pamphlet will be sent *free* to any address on application. Address W. J. Button, General Western Agent for the Introduction of Harper & Brothers' Educational Works, 255 and 257 Wabash Ave., Chicago, Ill.

THE LADY OF THE LAKE, complete, with notes, is running in the Standard Literature Department of THE WEEK'S CURRENT. It began January 1, and will be complete in March, to make way for Macbeth. Twenty copies of the paper all to one name will be sent from Jan. 1, during the continuance of the poem, for only 20 cts. per copy. Ten copies for only 25 cts. per copy. A rare chance to get the poem for supplementary reading, to say nothing of the news presented. Address THE WEEK'S CURRENT, Oak Park (Chicago), Ill.

THE Manager of the School and College Bureau, Elmhurst (Chicago), Ill., is daily at his post of duty, daily recommending teachers for good places, daily hearing of good results, daily sending out fresh letters of inquiry to schools and colleges. If you expect to locate elsewhere, either now or next September, the present is a good time to open correspondence with him.

Address, C. J. ALBERT, Manager, Elmhurst, Ill.

WISCONSIN

Journal of Education.

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THE SECULARIZATION OF EDUCATION.

In no part of Europe can education be said to be secularized; yet much progress has been made in that direction. From being completely in the hands of the church in the middle ages, and from having to do almost wholly with religion, it is now mainly secular, with church history, creed, or selected lessons occupying a minor place in the public school. The Renaissance, the Reformation, the Baconian philosophy, and the conflicts between denominations were the causes of this change.

England, from aiding denominational schools, has in recent years begun the establishment of a system under government control. The main part of the burden of support is borne by the community; among the conditions of receiving aid the following are of interest: no previous attendence at any church service or Sunday school must be required of scholars, and no scholar may be required to be present when any religious instruction is given in the school, or any religious forms are to be used in the opening exercises, if parent or guardian object. Similar conditions hold in Scotland, whilst in Ireland the teacher gives no religious instruction at all. The clergymen of each denomination have each certain days in the week assigned them when the school room is placed at their disposal at the close of school hours; such scholars as desire may then remain and receive their teachings. The same plan is used in Switzerland and in Holland. In Holland the religious question has long been one on which the political parties have divided. Marked agitation was begun at the close of the last century by a society formed for the purpose. The first law was passed bearing on this subject in 1806.

A decided move was made in 1848 to place the religions of the country on an equality in the schools. The protestants objected to a strict enforcement of the law as bound to result in "Godless schools," but the law was strongly supported by the Catholics and the liberals. As the law now stands, whether religion shall be taught is left with each commune to settle, but whatever is done regard must be had that dissenters shall not be compelled to receive such instruction contrary to their wish.

Although Luther held that it was the right of every one to think and decide for himself in questions of religion, he had no thought of putting it out of the schools. Feeling the inability of the protestants to establish unaided all the schools needed, he issued his appeal to the states of Germany to take up the work. Some effort was made, but the long wars that followed prevented any special results. Frederick the Great prepared, in 1794, the general common law that gave the state supervision of public education. The conquest of Germany led its leaders to see that the basis of future power must be in the general education of its people. In consequence the system was carefully reorganized, and government supervision rigidly maintained. The locality may determine the religious doctrines that shall be taught.

In Sweden education is almost wholly in the hands of the established church. The minister is the presiding officer of a church meeting that levies taxes for the year for school purposes. Bible history and the Lutheran catechism are among the subjects that must be taught. In Norway and Denmark similar conditions exist.

France was compelled to begin active measures for the establishment of a national system when she expelled the Jesuits. They had become the teaching body of the country. The great revolution which followed soon after prevented any great results. It was not till 1833 that national control was exerted. Parents or guardians may object to any religious teaching of their children.

Spain requires the teaching of the catechism and scripture history in the primary schools; and the same may be said of Portugal, though the course of study mentions only morals. Italy also requires a study of the catechism and the doctrines of the Church. The Greek Catholic priests have control of the teaching of religion in the Russian elementary schools. Their catechism and Bible history are taught.

A strict law for the secularizing of the schools in Belgium was recently passed under great opposition; its rigid enforcement by the min-

istry has made it very unpopular. The supervision of the schools of the Austrian empire was in the hands of the Catholic priesthood till the defeat of the country by the combined French and Italian armies some thirty years ago. The people are almost wholly Catholics, but there was a liberal element that compelled a reform at that time. Supervision is now in the hands of the government, though the doctrines of the Catholic church are commonly taught.

Puritan ethics insisted on a strict oversight of conduct by the authorities; though nominally believing in freedom of thought and worship it was not at first permitted. To the pioneers the church was the most important of their institutions; for its principles they had suffered persecution, and braved the rigors of a life in an unbroken wilderness. The state was to exist to protect the church; voters must be church members. The school was instituted in order that learning might not die out and that ability to read the Bible might not be lost. Colleges were built to supply educated ministers. The most influential men were the ministers; they had led the people in their removal, and for more than sixty years maintained their ascendency. Little else was taught in the common schools at first besides the Psalter, the New Testament, and the Bible. With the growth of the colonies new sects came in and others sprang up; divisions arose in the church of the fathers and sharp controversies resulted. The civil power was used in dealing with the Quaker, Baptist, and Newlight, with the result of arousing sympathy for them. Rhode Island in its settlement represented a reaction against the influence of the clergy; without any class deeply interested in schools it was very much slower in organizing any.

The history of Harvard well illustrates the secularizing tendency. During its first sixty years it was controlled by the state as representing the church; it did little else during this time than to educate the ministers of the Congregational church. In the year 1692 the new charter for the colony gave a death blow to the influence of the ministry;—it made freehold and property a test of citizenship. The controversies of the time affected the college, and as a new charter for it was necessary there was a struggle between orthodox and liberals for control. There was a temporary triumph of the orthodox, and they would have held the college in a close corporation had not the king vetoed the college's new charter. Some years passed without a charter, and at last to obtain one there was a compromise. The state government obtained in-

fluence in the management, and religious tests were abolished for the students. Within ten years the liberals had elected the new president; shortly after they abolished compulsory attendence on the divinity lectures. The strong tendency of Harvard toward liberalism greatly stimulated the progress of Yale as representing the orthodox branch of the church. Both Episcopalians and Baptists put forward claims for a representation in the government of Harvard, basing their demand on the terms of the college charter. Laymen began to be represented on the government about 1780. Chairs were endowed that might be filled by Congregationals, Presbyterians, or Baptists. In 1805 the chair of divinity was filled by the election of a Unitarian minister. Since 1810 the management has gradually worked away from both church and state and into the hands of the alumni. At least three different denominations are now represented in the University management. From permission being given in 1838 to select the church one would attend during the year, there is now no compulsion either in church attendance or in morning prayers. From two pages of the college laws being given up to regulations concerning a religious life, no trace of such regulations now remain. Other colleges have not drifted so completely away from the colonial ideal. Yale still represents the Congregational church, but while its curriculum has greatly changed attendence on college chapel exercises and church services is required. The same may be said of the others.

In New York there was total neglect of schools by the English government because of the non-conforming of the Dutch to the church of England. The Dutch Reformed and the Episcopal churches maintained private schools, but with a sectarian bias in each.

There was a great mingling of nationalities and variety of creeds in the colonies. This was especially true in New York and Pennsylvania. Each denomination strove to do something toward establishing church schools, but settlements were often scattered. More frequently no one church was strong enough to organize a school; in such cases there were what came to be known as "pay" schools, in which all denominations were likely to be represented. So scarce were text-books before the Revolution that the Testament was commonly used as a reader. This great mixture of people and churches in Pennsylvania had much to do with the establishing of the University of Pennsylvania, as non-sectarian. It was the only instance of the kind prior to the Revolution. Education

has always followed the great movements of society. In the wide diversity of action that came about during and after the Revolution, the rapid specializing of all employments, the old Puritan ethical ideal was largely lost. Life had become conduct. The settlement of the great West had begun; long wars had been fought; governments both local and state had been organized; teachers as a class had fallen in character; but out of the greater progress was to come new educational ideals. The learning of catechism and creed, though still adhered to in many places, was beginning to be abandoned. The rapidly growing school book literature reflected the changed conditions and habits of the people. There grew to be less and less of the religious and more of the literary in the readers. New studies were introduced. There was a beginning of school funds, and these must be administered. So long as the parish was of one faith it was an easy matter, but where several denominations existed trouble soon came. Plainly the church must give way and the school be carried on upon conditions common to all beliefs. There was a strong fight made in many localities against free schools. The opponents were not always the Catholics, but as frequently those protestent denominations with something of a system of schools established, and who by interest and sympathy were favorable to the sectarian school. Localities where foreign languages had a stronghold, as in certain parts of Pennsylvania, had the additional fear of loss of language. The growth of the Catholic church in recent decades has been the growth of an element that would remove all use of the Bible from the schools. There has also grown a free-thinking element that would have the same result. These forces would remove the Bible, the first because it can not interpret its teachings to Catholic scholars, the second from enmity to the book. Another strong element would leave the teaching of religion almost entirely to the home and church, believing that the character of the teacher should be religious, and that the school is doing its duty when it has given a moral basis to the character. The principle that the Bible may be read in the schools without note or comment has been amply sustained by the courts, but regulations concerning its being read at all are generally to be made by the local authorities. A very large number of the states have made it a part of their constitutions that no sectarian doctrines shall ever be taught in any of the public schools.

MADISON, WIS. *J. A. Hancock.*

COMPOSITION WORK.

What school work is more important? As soon as the child begins to read, this work should begin. In correctly copying his little reading lessons, on slate or paper, (spelling, capitalization, punctuation and all,) the young child is unconsciously learning much of the mechanical part of composition. These exercises should elicit the warm interest and careful attention of the teacher, who should not fail to give due praise to neatness of execution and painstaking work. The papers or slates may then be exchanged, and the little ones will eagerly correct each other's mistakes. Or better, they may enclose every error or omission in a parenthesis, and the writer of the corrected work be then required to correct his own mistakes. Where the teacher enters warmly into the spirit of this work, it is surprising to witness the eagerness and pride with which the children delightedly carry it on.

When this work begins to be an old story with them, their delight is not diminished by the teacher's leading them, through imperceptible transitions, to the discovery that they can write *little* stories of their own, about their little pets, plays, mates, flowers, plants, etc., etc. Then, when the teacher commends their efforts, kindly points out their errors, inspiring in them a generous emulation and a proud desire to avoid these latter, and closes by telling them she knows of a book which contains rules and instructions whereby they may avoid their errors, how gladly will her young charges almost *rush* to the study of Grammar and Composition. She has shown them something which will supply a *need* they *feel.* This is what *all* Earth's children, in all the ages, have been struggling and toiling for. Would that by listening to that Wisdom which "crieth aloud in the streets," they might be as gently, as gladly, as triumphantly guided to *their* supply as our teacher has just guided her little ones to *their's!*

What new fields will this new "supply" open up to the unfolding minds of her pupils! Indeed! with what delight are we older ones still traversing and exploring therein! Soon, as they advance, they will learn that they may have a monthly or bi-monthly paper, with their teacher as manager, and themselves as editors and contributors, and all in their own family—or school. Contributors may give or suppress their names, or adopt pseudonyms, as they choose. The teacher should give all a chance to correct or improve their compositions be-

fore they are finally incorporated into the paper for public reading. This she can do by requiring the pupils to prepare these the week before the paper will be read. Then she can kindly point out errors, and make wise suggestions to each pupil as she reads his exercise, and he will have time to re-write it with corrections and improvements, and the editors will have it in time for "copy" and arrangement before the day of reading. This plan will reward the prompt, and punish the laggards by compelling them to hear their uncorrected and unimproved exercises read in connection with the better work of their prompter mates; as, if they are not prepared at the proper time, they will miss the kindly help of their teacher. Nor should the teacher forget to herself aid in this work by the contribution of an occasional article for the "School Paper." The writer, who has seen and been an actor in these things many times, can testify to the delightful expectancy of all as they look forward to the day or evening when the "School Paper" shall be read. They will be there, clad in their best, and amid music, songs, and declamations, their *own work* will be read, appreciated, and applauded by themselves, their parents and their friends there assembled.

Among my old papers, I recently discovered an "Editorial" which I, as teacher, had written (to be used on an occasion like the above,) for my editor-pupil, now herself a teacher. At the risk of incurring the charge of egotism, I present it herewith, in the hope that it may, in some way, prove useful to teachers now "in the harness." We had named our School Paper "*The Fountain.*" Here is the editorial:

THE FOUNTAIN!

How do you like my name?
Though from earth I burst forth with a laugh of delight,
From heaven I came surcharged with its light.
My bubbling waters sing songs as they flow,
And carry a blessing wherever they go.

But for me and my sisters with beauty begirt,
The streams of old earth would be lost in its dirt;
The cities of commerce would fade from the land,
While mill, fact'ry, and warehouse all idle would stand.

Indeed! but for me, and those like me, your earth
Would lose half its beauty and all of its worth.
And, as fol'wing each other, bright things passed away,
The good earth itself would go to decay.

Now, the thoughts we've here gathered from minds immature,
Resemble, in much, these fountains, we're sure.
And each school like this, through all our broad land,
A fountain of blessings forever should stand;

From which should flow onward through life's verdant plains,
Strong bodies of health, and well-cultured brains,
To bless, with their labors of body and mind,
Not only themselves, but *all humankind.*

So, though but a fountain we're babbling to-night,
In the future before us, if we e'er do the right,
The sun and the stars, as they shine upon earth,
May behold us as streams of great power and worth;

Diffusing o'er earth its chief glory and pride—
Equal justice to all, and blessings beside.
Yes! blessings so num'rous from a fountain may well,
That eternity itself can them *all* scarcely tell.

C. W. Cook.

NEENAH, WIS.

"ENGLISH AS SHE IS TAUGHT" IN JAPAN.

Sometime during last year there appeared in the columns of the JOURNAL a comparison between the old-fashioned dull Primer which our grand-parents had to study, and the bright new-style Primer which attracts the children of this generation. When I read that article, I could not help thinking of some of the books which are served up as mental pabulum to the young Japanese who wish to study English. I have before me a Primer which I shall send to you, Mr. Editor, and which, I think, you will be glad to keep, as a great curiosity, in your pedagogical library. And when you have looked it over, I am sure that you will have no feeling but pity for the poor Japanese who are expected to obtain therefrom their first nourishment in English. And, as the readers of the JOURNAL can not all see this book, permit me to present herewith its salient principles.

The main idea of the book is a good one. The Japanese find much difficulty in plunging at once into even one of the attractive Primers of this day. They may enjoy the neat appearance and beautiful pictures of such a book as much as their American cousins; but they will naturally find much difficulty with the principles of pronunciation and

spelling. It is rather confusing, in the very beginning, to plunge into a book in which, for instance, within the compass of a few pages the pupil will meet several of the many sounds of some one letter, as *a*, or *e*, or *o*. In the Japanese syllabary each character has one regular sound, which *may* change, but very seldom and very little, in certain combinations. It is, therefore, very perplexing to find on the first few pages of an English Primer words in which *a*, or *e*, may have two or three sounds, for which no *sure* rule can be given that will be comprehensible. Consequently the author of the above-mentioned book adopted the plan of giving in each lesson only one sound of each of the vowels. Thus in the first lesson he uses no words except those containing "long *a*," or its equivalents. In the second lesson he gives, in the first part, only "long *e*" and its equivalents; but in the second part he gives both "long *a*" and "long *e*." In the same manner he gives lesson by lesson each of the various sounds of the vowels and diphthongs, together with a review of all the preceding sounds.

As I have said, the principle is a good one in teaching to the Japanese the sounds of the English language; but his manner of applying it has led him into positive nonsense. If he had confined himself to teaching these sounds one by one by single words even, his book might have been beneficial. But he has attempted, in spite of the natural limitations of his method, to form phrases, clauses and sentences; and he has consequently inserted meaningless combinations, which it would be useless for the Japanese to learn. Let me give you some examples of the silly language he would put into the mouths of the Japanese:

Pray say bake a cake.
Seek the dear wee beast.
Thy sly fly dies.
Grow, toe, grow!
Dew cures few pure mutes.
That man sat at that damp bank.
Guess when bills went best.
If this imp will think.
What hot pots on hobs!
Run, son, munch such buns!
Sharp darts are yard guards.
Hawks gnaw raw paws.
Heirs scarce share square chairs.
Firm worlds turn, twirl, whirl.
Choose to *chew* fruit *juice*.[!]

Bull could cook wolf.[!]
Coy joys cloy.
Pounce out, town mouse.

I have given but one example from each lesson; but there are at least fifty more combinations equally nonsensical. And this is what the Japanese are expected to accept as the Queen's English, pure and undefiled!

If this book emanated from a Japanese, there would be some excuse for his failing to present the English language in perfect accuracy, and due allowance would be made for mistakes. Indeed, though I have seen many ludicrous errors in Japanese text-books of the English language, I never saw anything quite so nonsensical as parts of this Primer. And the author of it is an "Honor" man from England, a teacher of English under government employ, and the compiler of various other text-books for native students of English. His other books, for which he claims no credit, are compilations too abstruse for efficient use: this Primer, however, is a decidedly "original" work!

The nationality of the author of this remarkable Primer creeps out, moreover, in some principles of pronunciation. Such words as *fast*, *glass*, *calves*, *aunt*, *laugh*, *clerk*, etc., appear under "Italian A;" *more*, *pork*, *four*, *floor*, *coarse*, etc., came under "A as in *all*;" and *were* under "A as in *bare*." We can, of course, pardon him for showing his national peculiarities of pronunciation; for it would not be especially detrimental to the Japanese to learn to pronounce those words as he gives them. But what excuse is there for perpetuating such meaningless and silly combinations on the Japanese as specimens of the English language?

The natural and unavoidable difficulties of our composite language are enough without increasing the obstacles which the Japanese meet in attempting to learn English. And, as I come to understand more and more of their manner of thinking as expressed in their language, which is so different in structure from our own, I am more and more surprised that they learn English so well. During the two years and more that I have been in this place I have heard more of the Japanese than of the English language; and yet my progress with the vernacular seems very slow. The native pupils, on the other hand, hear very little English outside of school; and yet they make rapid progress. Is the Caucasian

mind slower in the power of acquisition than the Mongolian mind? This and other interesting psychological questions must be subjects of further study. *E. W. C.*

MITO, JAPAN, Jan. 10.

WAY NOTES OF A WINTER HOLIDAY.—II.

New Orleans is a double city, the part northeast from Canal street being essentially Creole, and the part southwest from there being American. Both are full of interest, but the historic and romantic interests gather about the first, the modern and business interests about the second. Canal street is a broad avenue having in the center a park with a row of shade trees on either side, between which run the street car tracks. Throughout the city are other avenues laid out on the same plan, Rampart, Esplanade, Elysian Fields, Clairborne, St. Charles, and so on, broad, airy, grove-like thoroughfares which are exceedingly attractive. But in the Creole city the other streets are very narrow, and on either side, close by the contracted side-walks, courses continually the yellow-brown drainage water of the city, which is carried off on the surface instead of underground, and pumped into canals which discharge it into lake Pontchartrain. The low site of the city has led to the adoption of this plan. The Mississippi, flowing here nearly west, bends into a rude S which the city follows. While the latter was smaller and confined to the upper elbow, the name Crescent City was given to it from its shape, but this is of course no longer descriptive. In its growth it has taken in more than thirty towns, the names of many of which survive to designate neighborhoods. More striking is its growth into the old river bed. The Mississippi builds up land on the New Orleans side, so that at the foot of St. Joseph street the city, since its foundation a little more than one hundred and fifty years ago, has advanced 1800 feet into the old channel of the river.

What Washington Irving is to the banks of the Hudson, what Hawthorne is to Old Salem, that G. W. Cable is to Creole New Orleans. He has appreciated its picturesque decay, the old-world tranquility of its life, its unique characters and curious traditions. It is manifest that the new life of the city is crowding upon the old. Already some of the buildings made famous in "Old Creole Days" have given way to more pretentious modern structures. The long standing jealousy of the

"Americaines," which had led the Creole to keep by himself, to hold fondly to old traditions, and to resist innovations, has begun to give way, and the superior comforts and attractions of the new life to be appreciated. But Creole New Orleans is still unique and un-American. Let one who wishes to get an impression of it walk repeatedly up and down Royal street from Canal to Esplanade, and give himself time to form distinct impressions of the physiognomy of the neighborhood. The day is as perfect as one in June although December is drawing to a close, and in the bright, clear air this singular architecture displays itself to most advantage. The elaborate wrought-iron balconies which extend over the side-walks on either hand, and climb up often two and three stories in height, first claim attention. Here and there one is made still more attractive by a collection of house plants or a clambering vine which hangs its glossy leaves out as if in mockery of the curious art of the iron-workers. Beneath are small, dingy shops of jewelers, or toy-merchants, or wine-sellers, or dealers in second-hand furniture and curios. More than one of these buildings has the "solemn look of gentility in rags;" and the green batten shutters, and the abandoned gas posts, whose battered lantern frames dangle about the useless jets,—for electricity has superseded them—are in keeping with the rest. Over all there is a barbaric rankness of colors, which but for the softening touch of time might rival the strongest effects of the modern "decorator;" cinnamon, sky-blue, chocolate, pale rose, canary—a palette full of colors. The sky-line, with its high and low fronts, projecting cornices, gables, eaves, dormers and balconies might drive to despair a "Queen Anne" architect. As we recede from Canal street the structures become less lofty, and now and again one stops before a one-story building with mottled and ragged stucco exterior, and a tile roof whose eaves overhang the side-walk, with no windows, but several heavy unpanelled green doors in the place of them, and feels as though he had confronted a ghost from the Spanish colonial epoch. Through an occasional open door-way one catches glimpses of inner courts, sometimes showing trees, and flower beds neatly laid out, but oftener wracked stairways and rubbish piles. Notwithstanding the encroachments of modern life, apparent here and there, the region is still as Mr. Cable described it, one of "architectural decreptitude, where an ancient and foreign-seeming domestic life, in second stories, overhangs the ruins of a

former commercial prosperity, and upon everything has settled down a long Sabbath of decay."

Like in kind, but less imposing and attractive, are Chartres, Bourbon, Dauphine, Burgundy, all streets of the old French and Spanish city. How very suggestive these names are of the nationality and the interests which presided over the infant colony, and how remote and foreign to the ideas and the life of the present! And General Villivicencio, and Madame Delphine, and 'Sieur George, and Madame Delicieuse, and the quaint group of the "Cafe des Exiles" are charming pictures from the "foreign-seeming life" of this foreign-seeming quarter. In the walk down the Rue Royale we pass in the rear of the St. Louis Cathedral, the oldest church of the city. Its garden with orange and banana trees gleams upon you through the high iron fence, and invites an excursion through the narrow alley beside it to view the front of the cathedral. You emerge upon the most renowned spot in old New Orleans — Jackson Square, the old Place d'Armes. Here, as the name indicates, the troops were drawn up in early days when an incursion of Indians was threatened, and here, after the popular uprising had driven out the Spanish rulers, their avenger, whose name blends fantastically Spanish and Irish, the commander Don Alejandro O'Reilly, after his victory executed six of the ring-leaders of the rebellion. What motley companies of Creoles, Spaniards, habitants from Canada, trappers, and hunters, and voyageurs, have assembled again and again in this place. Now it is a garden park, from the midst of whose greenery rises the bronze equestrian statue of Andrew Jackson. Its surroundings are decidedly Spanish. The cathedral, and the large stuccoed buildings on either side of it, the one on the left intended for a presbytery, now used for the District Courts, and the one on the right built for the Sessions of the Cabildo but now used for the Supreme Court, were constructed by the Spanish grandee, Don Andreas Almonaster-y-Roxas. It is flanked on either side by the long brick Pontalba buildings, "drawn up like twin regiments of soldiers," which were put up by his daughter, Madame Pontalba. One who seeks to unravel the web of history woven about these squares will know well all the vicissitudes of the French-Spanish-American city, both political and ecclesiastical. Capuchins, and Jesuits, and Ursuline nuns will jostle with French nobles, Spanish hidalgoes and American generals.

Out of it all one figure will probably have impressed itself strongly

upon the memory — that of Pere Antoine. Padre Antonio de Sedella was a Spanish monk, sent over by the Holy Inquisition to establish and administer that office in the new world. The people took him by night from his cell and shipped him direct to Cadiz. He soon returned, not as an inquisitor but as a priest, who by his benignity, self denial and devotion won the people to unbounded confidence in him. Money flowed in upon him, for he was called to all the christenings and burials and services for the dying; but he lived like an anchorite in the midst of the city, giving himself to good works and bestowing his money so freely upon those who had need that at his death he had not enough to pay for a burial. More than once his ecclesiastical superiors tried to remove him, but the love of the people for him was so great that he had to be restored to his place; and yet he never could learn to speak their French tongue correctly. Now his name lingers about the garden, the church, and the square, casting over them the halo of a beneficent life. In a lot on the corner of Bourbon and Orleans streets grew, until a few years ago, a date palm which was called by his name. Legend has it that the good father befriended and watched over a poor girl from the Antilles, who died pining for her island home and the palm trees under which she had played as a child; and being buried here in the good father's garden, this palm shot up from her grave, begotten of the intense longing of the heart which rested there. It is a distinct gain to human life to have, even in legends and vague tales, the atmosphere of such a soul cast around it.

Two squares from the cathedral is the French market, to which visitors go to drink of the excellent coffee prepared there, to look at the rich displays of tropical fruits, to examine the curious baskets in odd shapes and colors offered for sale by the Choctaw Indians from the shores of Bayou Lacombe, and to watch the trading of the housekeepers who come for supplies. Here is a green powder offered for sale under the name of gumbo, and used in the preparation of soup and native dishes. From this comes the designation gumbo-French, applied to the speech of the common people, which is in many respects different from that of Paris.

Let us now take a street car and ride to the extreme limits of this French quarter. On the way we shall hardly hear a word of English. Frame cottages one story and a half high line the streets, built after a uniform pattern, with wide cornices projecting over the door-steps.

All are painted white and have green batten shutters, and most of them are close to the side-walk. Over high fences peep pomegranite and orange trees, and now and then the long green banners of the banana. The dreary little street, into which the hot sunlight falls, is almost deserted. The windows and doors are all closed. A gust puffs a wraith of dust up into the air. Are these houses tenanted only by ghosts? A girl steals along close by the house fronts. The street car is an intrusion. Up and down the streets which you cross you see the same meagre uniformity. These people must be poor, you say; but in fact the cottages hide not a little wealth. At length you are at the outskirts, where tall brown grass waves under the breeze. Here the scattered cottages are the same in style and position. It is a life which changes not, where the son is satisfied to imitate the father, and the dweller in the suburb repeats the way of life of more crowded sections. On Esplanade street there is more variety and finer dwellings. Here also is the ideal Creole cottage, whose vine-covered porch looks out from the shade of overhanging trees, in whose yard are blooming roses, and upon which the air of mild decay has not yet settled.

Who are the Creoles? That is a question not easy to answer. The original settlers were French adventurers, for whom wives were provided in the *filles de la Cassette*, or casket girls, poor but virtuous girls to whom the French king gave a trunk (cassette) with complete outfit on condition that they would go to the colonies to marry the settlers. Their descendants, those of the later French and Spanish immigrants, the mixed bloods, Indian and negro, which have grown up in the land, the descendants of the banished Acadians,—all these are usually grouped together under the name Creoles, which more properly belongs only to the first. For half a century after the cession of the country to the United States these people held themselves aloof from the Americans, with the natural conservatism of their race clinging to old traditions and old ways. Only gradually have they come into partial sympathy with the new order of things, which is bringing amazing growth to New Orleans and opening up a brilliant future. The American city has outgrown the Creole city, and its stronger life tends more and more to engulf their tranquil one. Traces of them must long remain but it cannot be doubted that the distinctive life and style of this quarter must gradually but surely disappear.

MADISON, WIS. *J. W. Stearns.*

A FAVORITE MAXIM.

"Prove all things; hold fast that which is good," is a maxim of which many a teacher makes a hobby. But is it, after all, really desirable that the teacher should prove "all things?" I do not think so. It seems to me he can turn his time to better advantage by attending to his duties than by frittering it away by making countless experiments upon things that have long since been settled by others. In my opinion, there are many things which he may justly regard as settled by his predecessors. Indeed, he can hardly meet with success in teaching unless he does so; for, if he sets at naught the crystallized knowledge of his predecessors, he is very apt to entail lasting injury upon some of his pupils by injudicious experimenting.

I venture to say that every young teacher who means to be truly excellent in his profession should have deference for authority, and permit himself to be guided by the experiences of those who have gone before him. Let me not be understood to say that the teacher should be a servile imitator. Far be it from me to entertain such an opinion. Servile imitation on the part of the teacher is productive of mental stagnation, which is opposed to all effective teaching. On the contrary, I am fully aware of the fact that originality and individuality are characteristic traits of the true teacher. Without them he can not "breathe into his school the breath of life." They are essential to success in teaching.

Moreover, the teacher ought to be an independeut thinker and a diligent investigator. He should not suffer others to think *for* him. He should have his own methods of teaching, and shun "ready-made methods." Inconsistent with what has been said above? Not at all. I cling to my own methods of teaching, and venture the opinion that my school is thoroughly individualized. But I do not think it well to fritter away my time by attempting to prove "all things." I prefer to regard many things as settled by my superiors in the profession. The same may be said in regard to the medical profession. The young practictioner of the healing art, desirous of meeting with success, will not set about proving "all things." He will not be long in recognizing the fact that, in order to succeed, he must regard many things as settled by his predecessors. In other words, he must have deference for authority. Unless he wishes to increase the sufferings of his pa-

tients, and occasion the death of many of them, and be himself stigmatized as a decided quack, he must suffer himself to be influenced and guided by the crystallized knowledge of the past. This is not inconsistent with his being an independent thinker and a diligent investigator. But it guards him against the danger of making many fruitless experiments upon his confiding patients.

In conclusion I would say that the wheels of my school invariably move on without friction. This is largely due to the invaluable guidance afforded me by the JOURNAL, and my disbelief of the maxim that prompted this article.

Teacher of the Common School at Steinthal, Wis.

THEORY AND PRACTICE.

WHAT THE PUBLIC SCHOOLS HAVE DONE.

It is not unusual to hear and read complaints against our schools and the work they have done and are doing. Some regard them as a panacea for all ills, and because they are not perfection declaim against them. It is, hence, refreshing indeed to meet commendation where one would hardly expect it. In the *Century* Magazine for November Joe Jefferson, the noted actor whose Rip Van Winkle is a household word, publishes the opening chapters of his Autobiography. Among the incidents of his early life we find the following. No stronger compliment was ever paid the schools than this, and it is all the stronger because no one would look for it from such a man in such a work:

"At the end of the season — which does not seem to have been a very eventful one — our company, under the same management, traveled up the Mississippi River to St. Louis, acting there during the summer. The only occurrence worth noting, so far as I was concerned, happened on the night of the Fourth of July, when the company was called on by the management to sing "The Star-Spangled Banner." I was in a feverish state of excitement all day, having been selected to give the first stanza. I had studied it and restudied it so often that I knew it backwards; and that is about the way I sung it. But I must not anticipate. The curtain rose upon the company partly attired in evening dress; that is to say, those who had swallow-tail coats wore them, and those who were not blessed with that graceful garment did the best they

could. We were arranged in the old conventional half-circle, with the "Goddess of Liberty" in the center. The "Mother of her Country" had a Roman helmet—pasteboard, I am afraid—on her head, and was tastefully draped with the American flag. My heart was in my mouth as the music started up, but I stepped boldly forward to begin. I got as for as "Oh, say, can you see?" and here the words left me. My mind was blank. I tried it again: "Oh, say, can you see?" Whether they could see or not, I am quite sure that I couldn't. I was blind with fright; the house swam before my eyes: the thousand faces seemed to melt into one huge, expressionless physiognomy. The audience began to hiss—oh, that dreadful sound! I love my country, and am, under ordinary circumstances, fairly patriotic; but at that moment I cursed our national anthem from the bottom of my heart. I heard the gentle voice of the Goddess of Liberty say, "Poor fellow!" The remark was kind, but not encouraging. The hissing increased. Old Muller, the German leader, called out to me, "Go on, Yo!" But "Yo" couldn't go on, so "Yo" thought he had better go off. I bowed, therefore, to the justice of this public rebuke, and made a graceful retreat. My poor mother stood at the wings in tears; I threw myself into her arms, and we had it out together.

Of course I intend this anecdote to illustrate one of my early professional distresses, but it has another and a more important side to it. The hissing and jeering that was so liberally bestowed on me will never be vented again in this country for so slight an offense. The well-dressed, decorous audience of to-day, when an accident occurs, sits quietly, bearing it with patience and consideration, and when it is righted they break forth in encouraging applause. Look at the decorum observed by the vast assemblages that go to witness our national games. Disturbances are very rare. It would have been indecorous, if not dangerous, when I was a boy, for ladies and gentlemen to visit any public grounds containing such large masses of people, whereas now they can do so with perfect safety. What lies at the foundation of this improvement? People went to church in those days as readily as they do now, and the laws were administed quite as rigidly. There is only one solution to this problem—the free school has done this work."

RELATIONS OF THE SENSES.

Dr. Urbanschitsch, of Vienna, has for some time past been engaged

in a series of experiments on the mutual action of the sense organs, and the results he has obtained are most curious. The senses of sight and hearing were shown by these experiments to be to some extent dependent on each other. Colored plates were placed at a distance where the colors could scarcely be distinguished, but on the production of various sounds the colors were more readily recognized, the colors becoming the more distinct the higher the pitch of the same. Printed matter could also be read in a dimly lighted room much better if the ears were simultaneously employed in receiving sounds than in complete silence. In like manner the activity of the eyes aids in the recognition of sounds. The ticking of a watch was found to be more easily heard in the light with the eyes open than in the dark with the eyes closed. Various colors of light were found to vary in their effects upon the auditory organs, red and green strengthening and blue and green weakening them. In the case of taste and smell corresponding effects were observed. Light in general, and particularly red and green, heightens their sensitiveness, while blue and yellow, and still more darkness, reduce it. If a person is exposed to red or green light he can taste, not merely with the anterior edges of the tongue, but with its whole surface. There is a curious reciprocal action between the sense of touch and the heat sense, which, though they have not distinct organs, are certainly not identical. If the skin is tickled with a hair, and the hand is then plunged into hot water, the sensation ceases. If, on the other hand, any part of the body is tickled, and the hand or foot is thrust into cold water, the chilly feeling is intensified.

TEACH THEM TO WORK.

There is just one road to success, and that is the road of hard work. All sorts of short cuts have been devised and tried by people, but they have all been short cuts to failure. The long road of hard work is the only one that leads to success; all by-paths end in the swamp. This is the great lesson that ought to be taught to our boys to-day. There is a great deal of bad teaching in our families and schools. Every kind of teaching is bad which inclines a boy to trust to something else than hard work for success.

One trouble with a good deal of the teaching of boys is that it fixes their minds on the reward rather than on the work. Activity is the

necessity of every strong nature; a lazy boy is a sick boy or a defective boy. Boys ought to be taught to love hard work for itself, without reference to its rewards. There is no fear about the success of the man who loves hard work; if he does not achieve the one particular thing he wants, he will get happiness out of the work itself. It is useless to tell the boys that this world is a place in which everybody gets what he wants. It is a world in which very few get what they want.

Frank, honest teaching is greatly needed; teaching which will make boys understand that life is full of hard work, that no one particular success can be counted on, but that the man who is willing to work, who is honest and true, is the man, who will stand the best chance of becoming prosperous and influential, and is the man who will, under any circumstances, have the supreme satisfaction of having done his work like a man.—*Christian Union.*

OFFICIAL DEPARTMENT.

THE CONSTITUTION OF THE WISCONSIN TEACHERS' ASSOCIATION.

ART. I. This Association shall be called THE WISCONSIN TEACHERS' ASSOCIATION, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the State.

ART. II. (As amended July 25, 1867.) This Association shall consist of school officers and persons engaged in teaching throughout the State, who shall pay one dollar annually; from this tax female teachers shall be exempt. Honorary members may be elected at any annual meeting, and may, by the payment of the annual fee become active members.

ART. III. The officers of this Association shall be a President, three Vice Presidents, a Secretary; a Treasurer, and a Board of five Counselors, who with the President and Secretary shall constitute an Execu-Committe — any three of whom shall be a quorum — to be elected by ballot at each annual meeting.

ART. IV. The duties of the President, Vice-President, Secretary and treasurer, shall be such as pertain to the same offices in similar associations.

ART. V. The Executive Committee shall arrange business for the annual meetings, procure lecturers for the same, and through the Secretary of the Association, who shall be EX-OFFICIO, their Secretary, conduct such correspondence as may be deemed advisable.

They shall also have power to call special meetings of the Association, to fill all vancancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

ART. VI. The annual meeting shall be held at such time and place as the Executive Committee may designate, and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

ART. VII. (Inserted July 25, 1867.) The Executive Committee shall have power to call an Executive Session of the Association for the purpose of considering questions of educational policy, at such a time and place as they may deem advisable.

ART. VIII. (As amended July 22, 1868.) This constitution may be amended at any regular meeting of the Association provided the proposed amendment shall have been submitted in writing at least one regular meeting previous to its adoption.

EDITORIAL.

THE growth of local Teachers' Associations in consequence of the dropping of the summer meeting of the State Association seems to be confined at present to the south of the state. The South Western Association held a vigorous and profitable meeting at Boscobel on the 21st and 22d of February, and effected an organization which gives promise of continuous life and usefulness. The South Eastern Association will be held at Waukesha sometime during the spring vacation. As yet we hear nothing from the north of the state. Probably all that is necessary is for some one to take the lead in starting a movement. The materials for a valuable organization are not wanting; the north of the state is not behind the south in zeal for progress; an initiative only is needed.....THE school board of Milwaukee has rejected the proposed scheme of excisions from the reading books. Quite apart from the questions raised regarding the matter of the lessons reported for excision there is reason for satisfaction that this further limitation upon the liberty and discretion of the teachers did not prevail.....WE call attention of school principals to the observation of Arbor Day, now provided for by law in this state, and last year fixed for the thirtieth of April by the governor's proclamation. The institution may be useful in sev-

eral ways; as a means of awakening interest in trees and tree culture; as an opportunity for a genuine *school* festival; as a starter for out-of-doors interests and organized athletics; above all as a means of developing local pride in the school house and grounds. The results of a movement in this direction, if wisely turned to awakening this interest of the community, may be far reaching, not only in the future equipment of the school but in the improvement of the town; for in many cases it has been proved that the surest way to secure attention to yards and buildings at home is to interest and wisely direct the children in the adornment of the school grounds.....IN neighborhoods where Teachers' Reading Circles have not taken root, why may not reading circles of a more general character be organized, proposing the reading together of some useful book, which may become the center of quite a range of studies and investigations? Are there not some teachers who might do good service by starting such clubs?

RURAL teachers escape one narrowing influence which is apt to take strong hold of grade teachers. The latter have, as it were, a transverse section of a school course under their charge. They have to teach a section of geography, a section of arithmetic, a section of language work, and so on. Thus they see no study as a whole, and fail to appreciate the relations of the parts to the whole. They inciine to do their narrow round of work for itself instead of for the whole course. Everything is distorted by such a view, and the folly of teaching needless matters results in part from this relation. Moreover, they see their pupils only for a short time—for a year or two of school life; therefore they do not see the results of their own errors. If they have made a pupil stupid and mechanical by false processes, some one else has to suffer the consequences, and labor to correct the evil. Hence there is a tendency to train for the grade examination only. If that is passed the grade teacher is satisfied. These narrowing tendencies are seen in the fact that city teachers are so often only interested in their own grade work. Teachers' institutes and teachers' meetings, and educational periodicals are of interest only as they touch the special grade work in hand. All this is narrowing, mechanicalizing. Grade teachers need to be continually spurred up to keep them from yielding to those tendencies. "Broaden out," needs to be said to them over and over again. "Be a teacher and not a grade-grinder." The rural teacher has an opportunity to see elementary work as a whole, and hence to appreciate the relations of the parts both in the subject and in the pupil's growth. So valuable is this in the making of a teacher that it is desirable for everyone to have some experience in the rural schools. In them is found the best opportunity to learn to manage well, and to appreciate the relations and significance of teaching work. The rural teacher is better placed than any other for learning from experience and observation the art of teaching.

IN the last Report of the Commissioner of Education (1887-88) is an exceedingly interesting chapter (chapter VII) devoted to the discussion of questions

relating to city school systems. The questions, and the comparative views upon them from educators in all parts of the country, show that we have fully entered upon a period of rational and systematic growth in the matter of public school management. The topics discussed are Substitute Teachers, The Departmental Plan in Elementary Schools, Thoroughness, Half-Day Sessions, Methods of Promotion, Examinations as a Basis for Promotions, Primary Schools, etc. A glance at them shows that they are Supervisors' topics. In fact the problems of supervision as yet hold precedence over the problems of teaching in most of our educational gatherings. We are perfecting the system, working at the machinery, a very necessary and valuable work, and such comparative studies as those in this chapter are exceedingly helpful in attempting to reach satisfactory conclusions regarding them. Looking the volume through we find the characteristics of this chapter to be the characteristics of the whole report, and in this we believe it correctly represents the present phase of educational development among us. We have not yet entered seriously upon the development of the philosophy of teaching. It has not taken hold upon our teachers so that they project its problems into our associations, and awaken interest and discussion upon them. It is otherwise in Germany. There the philosophy of teaching is the engrossing matter of discussion. The teacher is the thinker and debater. Rival schools of thought clash with each other; rival applications of doctrine challenge earnest consideration. There is in teaching an intellectual life, sure to bear valuable fruit in the actual work of the schools. This is what we greatly need, and what we may hope will come out of the general movement for a more thorough study of pedagogics.

THE necessity of unity in school work seems not yet to have secured a lodgment in the minds of our American school program makers. We have before us several city school courses, and from these it appears that, as a rule, the children in the first year of school work are put upon doing each day six or eight different branches, and for most of the elementary course they have as many as ten distinct and unconnected lines of study. Thus in the second year of school life the list runs about as follows: language, number, reading, geography, penmanship, spelling, drawing and music; and later there are added history, civil government and elementary science. Now each day to the poor child is doled out a small bit of all, or almost all, of these studies, in such way that no connection between them appears to him, and no unity of growth is secured in his mind. To a bit of arithmetic he adds a bit of geography, and then goes on to a bit of reading, and music, and so on. His daily intellectual pabulum is therefore school hash, made up not of two but of eight or ten ingredients, and he is expected to like the diet, and upon it to grow to a vigorous and well-proportioned mental maturity. How monstrously unnatural the system is appears by contrast with child play, in which very diverse objects and interests are smelted together by the heat of the play-spirit. It is with reason therefore that Dr. Hall talks of our "soul-disintegrating programs." We produce apathy

and call it order, and disintegration and confusion which we call education. And we are for heaping on more after the same fashion, manual training, gymnastics, social science, etc. The whole scheme is unphilosophical and indefensible. Long ago Herbart proclaimed the obvious truth that "everything taught during a day, a week, a month, a year, should all be organically connected." Mr. Klemm, in his book on "European Schools," tells us how this is realized in some of the German schools. At the Francke Stiftungen all the instruction of one grade, for example, centers about Robinson Crusoe. A part of the story is the reading lesson; this is worked over in the language lesson; in the geography, sand maps of Robinson's journeys are made; the arithmetic runs upon the calculations of his sheep, and goats, and products, and industries; the manual training makes boats and baskets and tools for Robinson; and Robinson's trials furnish the material for moral instruction. The day's work is thus an organic unity, each part related to every other part, and the whole built into the thought and nature of the pupil. In it we seem to see realized in a broader and more comprehensive way what was wise in Jacotot's doctrine that "all is in all." Strength is secured by concentration not by scattering. We must seek means to bring together and fuse into a homogeneous unit the elements of school instruction, if we do not wish our whole structure to drop to pieces of its own weight.

THE current "faculty psychology" has given rise to many absurdities, but to none more pernicious than the doctrine of the delay of reason. Perhaps this is due primarily to the influence of Rousseau. His bold affirmation that "childhood is the sleep of reason," and his absurd scheme of waking the sleeper suddenly at the age of twelve years, made a strong impression upon educational thought. But the falseness of the doctrine is apparent to anyone who has the slightest habit of thoughtful observation. A four-year-old child is continually searching for reasons, and his persistent "whys" are the despair of his attendants. Perez and Pryer, the most careful observers of infant development, are of the opinion that at the age of seven or eight months the logical movement of thought shows itself. It therefore precedes the development of language; it is essential to the formation of those ideas which lie back of language, without the existence of which language never could be learned. The foundation for the doctrine of the sleep of reason is very simple and important, and yet the misconception due to the doctrine has prevented it from being generally recognized. This foundation is that childish reasoning is closely limited. The limitations are of two kinds. It is, in the first place, confined to the range of childish ideas and knowledge. As abstractions are difficult for a child, he can rarely reason with them, or about them; and his inferences show the vagueness, narrowness and other imperfections of his ideas upon which they are founded. In the second place, his mental grasp is feeble. He cannot hold in mind many details with sufficient vigor to make them fuse. Long trains of reasoning therefore baffle him. He loses hold of the conditions before he

can reach the conclusion. He consequently feels helpless and despairing when he is urged to follow them. Every teacher has opportunities to witness this condition, and many draw the conclusion that children cannot reason. They can reason; they ought to reason; but they can and ought to reason within the range of their own ideas and powers. Practice within this range makes them ready to go beyond it. The common error of procedure is to try to force them into abstractions and long logical constructions before they are ready for them. Under these conditions they memorize words instead of seeing relations. In arithmetic, in the natural sciences, in geography we are continually forcing them into this mechanical process, instead of proceeding step by step to develop their own insight; and we justify ourselves by the pernicious doctrine of the sleep of reason. Reason does not sleep; it needs training from the earliest years, but a training which is natural and rational.

OUR DRAWER.

TEACHING ENGLISH IN DISTRICTS WHERE ONLY A FOREIGN LANGUAGE IS SPOKEN.

There are many such districts in some parts of the State, and not a few teachers who did good work in other districts have made total failures in districts of this kind, whereby not only time and money have been wasted, but, what is still worse, patrons have been caused to abandon the English school and send their children to schools taught in the language which they understand. They do this because they deem it better to have their children learn something in a school taught in a foreign language which they understand, than to have them learn nothing, or at least very little, in a school taught in the English language which they do not understand.

For this reason teachers in districts referred to above should consider it their duty, their imperative duty, to teach the English vocabulary. Prof. Harvey, at one of our county institutes, suggested different ways of teaching the meanings of new words; as

1. Real and actual illustrations;—that is, if the word is a concrete noun show the object, if a verb, show the action, if an adjective, point out the quality in several objects, (if pointed out in one object only, care should be exercised so as not to confound in the pupils' minds the object with the quality); if a preposition, bring several sets of objects into the relation indicated, etc.
2. Picture illustrations wheresoever the real illustrations are not available.
3. Use synonymous words the meaning of which is already understood.
4. Give words of the opposite meaning.
5. Use the words in connected discourse.
6. Let the teacher explain the new words carefully.
7. Use the definitions found in the dictionary.

Some of these means are available only after pupils have made more or less progress in the English language: thus the looking up of words in the dictionary should not be resorted to until pupils have quite an extensive vocabulary, perhaps not before they are able to begin to read in a fourth reader.

After a pupil has obtained the meaning of a new word, he should be taught to use it in one or more sentences. This will give the teacher also a chance to determine whether the pupil understands the word. These different ways require careful preparation on the part of the teacher, and numbers one and two require special preparation, since the objects and pictures must be at hand and must have been selected and brought to the class-room before the beginning of the session.

A conscientious teacher, who will follow these or some other ways which he may devise, will have no trouble in making his pupils understand what he is teaching; but, since the vocabulary of the school is a different one from the vocabulary of the home, of the farm, of the work-shop, etc., special work is required on the part of the teacher if he wants to enable his pupils to speak English at the places referred to. As every teacher will want to do this, let a way to do it be suggested here. Prepare lists of such words as a pupil will not meet in his lessons but which he should necessarily understand, and print or write them, in letters large enough to be distinctly seen at some distance, on pieces of paper. Pin up these papers near a place where all the pupils in the school can see them. About fifteen minutes before the close of the afternoon session call up the school, point to the first word on the list, pronounce it, let the pupils pronounce after you, and then make them understand the meaning of the word. In this way go through with a list of about ten or twelve words. Thus go the list over a number of times, only let a pupil explain the meanings of the words; and later on, do not pronounce the words for them, while you correct every mistake in pronouncing and explaining. Have all the pupils join in the exercise. Leave the list where the pupils can read it over during the next day, and before reading over a new list with them at the close of that day, require them to use the words in sentences. The meanings of the words may be explained in one of the ways given before. When picture illustrations are resorted to, the pictures may be pasted on the sheet of paper in a place opposite to the word or words the meaning of which is to be illustrated by them.

Work of this kind, systematically and regularly carried on in addition to the usual school-work, will soon enable the pupils in districts where nothing but a foreign language is spoken in the homes, to understand and speak the language of the country.

H. Severin.

NEW HOLSTEIN, WIS.

STATE EXAMINATION QUESTIONS.—AUGUST, 1889.

ENGLISH GRAMMAR.

1. Give the principal parts of the verbs sit, set, lie (to recline), lie (to tell a

falsehood), lay (to place), flee, fly, flow. Write the plurals of man-servant, man-of-war, 8 and 9, +, forget-me-not, t, solo, chimney, pony, hero. Decline the pronouns I, he, who, which.

2. Treat of phrases as to function, forms and structure.

3. Give a synopsis of the verb see, passive voice.

4. Outline your system of sentential analysis.

5. Analyze: When a man dies, they who survive him ask what property he has left behind; the angel who bends over the dying man asks what good deeds he has sent before him.

6. *There* is a tide in the affairs of men,
Which, taken at the flood, leads *on* to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries;
On such a full sea are we now *afloat*,
And we *must take* the current *when* it serves,
Or lose our *ventures*.

Parse the words in italics.

7. State the principle of grammar violated in: Every one of the men say the same thing. The wages of sin are death. The chirping of the sparrows announce the early dawn. Dr. Arnold was the master of the famous boy's schools at Rugby. Peter's and Andrew's occupation was that of fishermen. She refused to listen to her parents or her teacher's advice. Its a bird and its wings is broken. Who do you take me to be? I rely on you coming in good season. This strawberry is one of those varieties that requires careful culture. To nobly bear.

8. Correct where necessary: I dare to say you are right. Try and remember what you did with the book. We did no more than it was our duty to have done. It don't seem possible. There are two kinds of articles: the definite and indefinite. Review the first and the second pages. Those kind of trees are evergreen. Iron is more useful than all the metals. The beautiful roses smell so sweetly. We are neither acquainted with the doctor or his family.

9. Punctuate: Mr. Longfellow used to tell the following incident I was once riding in London when a laborer approached the carriage and asked are you the writer of the Psalm of Life I am will you allow me to shake hands with you we clasped hands warmly the carriage passed on and I saw him no more but I remember that as one of the most gratifying compliments I ever received because it was so sincere.

10. State five functions of nouns in the objective case and illustrate.

NEWS FROM ACROSS THE ATLANTIC.

GERMANY. The cantor (teacher and organist) of a village in the district of Magdeburg is obliged, according to an old legacy, to sing with the big boys of the village school three hymns from the church steeple on Christmas eve. The

annual appropriation for this service is 50 pennies (12½c.) That seems to us ridiculously little, but there was a time when 50 pennies had the purchasing power of two or threee dollars of our time.

— The village of Senzke near Freisack recently became greatly agitated when it was rumored that the teacher had been offered a better position elsewhere. The patron, the clergymen and the elders of the village came together and resolved to offer the teacher an increase of 150 marks, and thus induce him to stay. He did stay. The village is very much attached to its teacher. Of course, such things happen in every country, but rarely where teachers are plenty.

GREECE. In 1830 Greece had 59 secondary schools; to-day it has 327. The primary schools have increased from 71 to 1,501, and the number of pupils from 9,244 to 123,274 during the same period.

PRUSSIA. On May 20, 1886, a peculiar census was taken in the public elementary schools of Prussia, to ascertain how large was the number of pupils not of German-speaking parentage. This is the result: There were on that day 4,426,679 pupils in the public schools (below the high schools) who spoke only German = 87.1 per cent.; 503,064 pupils who spoke only Polish = 9.9 per cent.; 72,740 who spoke both German and Polish = 1.43 per cent.; 12,754 spoke only Litthanish = 0.25 per cent.; 8,393 spoke German and Litthanish = 0.17 per cent.; 9,961 spoke only Wendish = 0.2 per cent.; 4,419 spoke German and Wendish = 0.09 per cent.; 8,761 spoke Bohemian; 4,828 German and Bohemian; 24,651 spoke Danish; 1,627 German and Danish; 4,538 spoke another non-German language such as Friesian, Dutch, or Wallonish; 1,837 spoke German and one of these three last mentioned languages.

WHICH IS CORRECT?

EDITOR OF JOURNAL: In the last number of the JOURNAL I noticed a solution to the following problem:

Bought a bill of lumber amounting to $3,500, on 6 months credit; 2 months afterward paid on account $1,500, and 1 month later, $1,000. Find the present worth of the balance, at the time of the second payment, interest at 7 per cent.

I do not think the solution correct, and will send what I think a proper solution. $3,500 represents the amount of a certain sum put at interest for six months at 7 per cent., or in other words $3,500 ÷ 1.07 equals the sum that would have been paid cash for the lumber. $1,500 are paid two months after date. The creditor gets the use of this $1,500 for 4 months and will therefore have to allow the debtor the same interest on the $1,500 that he (the creditor) takes. Compute the interest on $1,000 for 4 months, also compute the interest on the $1,000, paid one month later, for three months. Add the two amounts and subtract the sum from $3.500. Find the discount on $947.50 (the result of the last operation) for 3 months and the answer is obtained. I may not have stated the work clearly and so will indicate it. $1,500 × 1.02⅓ = $1,535. $1,000 × 1.0175 =

$1,017.50. $1,535 + $1017.50 = $2,552.50. $3,500 — $2,552.50 = 947.50. $947.50 ÷ 1.0175 = $931.20. $931.20 is the answer.

I have a problem that I can not work, or at least can not get the result as given in the book. A man bought a farm for $6,000, and agreed to pay principal and interest in 3 equal annual installments. What was the annual payment, interest being 6 per cent? The answer given is $2,244.66. Will you please give me the solution? *S. L. S.*

MOSEL, WIS.

IN THE SCHOOL ROOM.

SUGGESTIVE PARAGRAPHS.

MAKE a list of misused words that you notice among your pupils. Teach their correct use. Many mistakes would disappear from the country if *every* teacher would follow a plan of this sort. "I hain't got no book" is a common mistake. "I don't like these kind of apples" is another. "It don't make no difference" contains two mistakes that are often made. How easily the first one could be corrected when the pupil knows that *don't* means do not! It do not! No one would say this. "He don't know me." Would you say "He do not know me"?

A TEACHER in a public school has been accustomed to require her pupils to say, "The equator is an imaginary line, passing round the earth," etc. It never occurred to her that the boys and girls of her school had no idea what an imaginary line meant, until one day a visitor asked them how wide they thought the equator was. Some thought it was 5,000 miles wide, others 2,000, and others said they could jump over it. The visitor then asked how they thought ships got over it. One pupil said he thought the crews got out and drew them over, and another said he had read that a canal had been dug through it. "What is the name of the canal?" was asked. "The Suez Canal," was the answer.— *Sel.*

IT often happens in a school that there are now and then a few odd minutes left over, at a time when studying is impracticable. Such may be utilized for short lessons on such subjects as common science will afford; rain, dew, fog, hail, snow, wind; effect of trees and vegation on climate; food plants, clothing plants, fuel plants, woods for building, medicine plants; characteristics of common poisonous plants and animals; value of different foods in the body, sources of human energy, work the old illustration of an engine for all it is worth; constellations visible each night, value of sun's heat and light, changes of moon, influence of planets, sun, and stars on earth; how soils are made; agricultural chemistry;— there are millions of subjects. Make out a list and have it ready for these scraps of time.

SOME TEACHING DEVICES.

IN GEOGRAPHY.—Let the pupils take some common salt and moisten it just enough to make it pack well. Now it is ready for moulding. Let them mould on an inch board (or perhaps, a half-inch will do), any map they can do nicely. When done place it in an oven and bake it. The map becomes hard, adheres to the board, and can be hung in the class room.

NUMBER STORIES.—We use the usual devices of giving number stories and requiring them from the children. I find great danger that this may become mechanical and lifeless. The object being two fold, to give the drill on facts and to induce the child to picture the conditions clearly and to form a habit of thinking in objects that will be sufficiently strong to resist the tyranny of figures later. I frequently question them on what things are, where they are; if alive, what they are doing; as for instance when a child tells me he has two cats and gets two more. I want to know their color, where he gets them, etc. Right in connection with this, comes the "picture problems" which are merely the same thing with the same object and training the same powers, with the addition of a habit of expression of drawing.—*Ex.*

IN READING.—A good way to secure attention is to have responsive readings. Let pupils of every other row read one sentence in concert, while the pupils in the other rows read the next sentence, alternating through the entire chapter. Of course great attention must be given to the inflection and emphasis. The same exercise as above may be tried with this variation: Beginning with the right hand row each row of pupils reads a sentence in concert.

Try the same with this variation: Have the first row read the first sentence, and all the other rows respond; the first two rows read the next sentence, and all the rest respond; the first three rows read the next, and all the rest respond; and so on till only one row responds. Then have the last two rows read a sentence and repeat the exercise, going to the right.—*Ex.*

IN LANGUAGE WORK.—Geography and History are studies peculiarly adapted to language work. For a review lesson in Geography, the class may become a band of imaginary tourists, each one reading a short letter which he has written upon some topic previously assigned by the teacher. For example, if the lesson is above Egypt, one pupil may write from Cairo, describing the manner and customs of the Egyptians; another may write from the summit of the Great Pyramid, describing the surface and scenery of the country; a third, from Port Said, his topic being the Suez Canal; a fourth may write about the Nile, giving an account of an imaginary voyage down that wonderful river; a fifth may describe the ruins of Thebes; while a sixth writes from the desert, explaining why there is so little rain in Egypt. In History, also, a vivid interest may be awakened by thus introducing the personal element, in accounts of discoveries and settlements, of battles and sieges. What child can read Holmes's poem, "Grandmother's Story of Bunker-Hill Battle," without a new and thrilling conviction that the portraits of '76 were real, living men and women, not mere

impersonal characters in history? It is because the poet transports us back to the time and the place, among the people and the scenes that he is describing. Almost unconsciously the pupil learns to relate historical events in graphic style, if he has frequent practice in this kind of imaginative writing. He may, for example, be asked to write a letter from Salem in the olden times, giving some account of the witchcraft delusion; or from Valley Forge, relating the experience of the army during that memorable winter; or from the field of Gettysburg, giving reminiscences of the battle.—*S. E. Lockwood.*

A GEOGRAPHY GAME.—This game has for a foundation some direction found in an old school paper years ago. Each pupil is to be prepared with pencil and paper. I allow a certain time, say five minutes, for writing all the geographical names beginning with a certain letter which I name, after all directions are given. At the end of the time, the one who has the largest number of names tallies ten.

One pupil is called upon to read his list. As he names each, those who do not have it, raise hands. If no other has the word, if he can tell of what it is the name and where it is, he tallies a number equal to all in the game excepting himself. Otherwise each of the others tallies one.

After his list is finished, others are called upon, until all names are read. Then tally marks are compared and the winner announced.

It is not expected that any name will be used more than once on a paper, even though like Minnesota it be the name of a state and a river.

Other conditions might be added; as, if pupils speak too low or indistinctly, let each of the others tally one; or, if a name be repeated after having been read by one pupil; or, if it be not the name of a natural or political division.—*E. C. Powers.*

SOME USEFUL EXERCISES.

INTERPRETING.—Put the following on the board one at a time, and require pupils to write out the meaning clearly. This makes an admirable exercise in language.

1. It fits to a T.
2. To throw dust in one's eyes.
3. A fool's errand.
4. He has a bee in his bonnet.
5. He is down in the mouth.

THOUGHT QUESTIONS.—Give these questions out Friday afternoon, just to test the general information of your pupils; to cultivate accurate composing and rapid thinking. Let the answers be written on paper, the writer's name signed, and the papers collected. The following Friday let all the questions be answered, the papers marked and returned.

1. What is the *hock* joint!
2. Find cost of two gross of hinges at $1.50 per dozen; discount 40 per cent. and 10 off for cash.

3. Number of village lots each 4 rds. by 10 that can be laid out of a quarter section; allow ⅛ for streets.

4. In what direction do shadows fall at noon in Buenos Ayres?

5. How many toes has a hen?

6. Which is farther north, London or Chicago?

EXERCISE IN COMPOSITION.—1. Give in one word the equivalents of men who fight for their country; men that are opposed to government, persons that do not speak the truth, the love one has for one's self; a strong love for one's country; the offering up of one's self for the good of others; without knowledge of facts.

2. Expand into equivalent expressions: marine, thunder, friendship, battle, to hate, loquaciously, contemptibly, to demean, to aggravate, to appreciate, apt, liable.

3. Write words having the opposite meaning of energy, practical, zealous, furious, to forget, excellent, honor. and easy.

QUESTIONS IN HISTORY.—1. Name the thirteen colonies, giving both the abbreviation and complete name of each; also the origin of each name.

2. What is the difference between a patent and a charter? What is meant by civil liberty?

3. What is the origin of the following names: New England? Boston? Salem? Pilgrims? Puritans? Quakers?

4. With what colonies are the following names associated, and why: John Carver? John Winthrop? Roger Williams? John Endicott? Benning Wentworth?

5. What colonies were included in the United Colonies of New England? Why was that famous league formed?

6. For what reasons were Penn's Elm and the Charter Oak famous trees?

7. What is meant by Mason and Dixon's Line? Why is it important?

WORDS OFTEN MISPRONOUNCED.—Onerous, part, pastor, obesity, patron, prairie, patent, patronage, produce, process, pianist, piano, taunt, tour, tube, tutor, tune.

OUR BOOK TABLE.

THE VITAL IN SCHOOL WORK.

PRACTICAL HINTS FOR THE TEACHERS OF PUBLIC SCHOOLS. By George Howland, Superintendent of the Chicago Schools. (International Education Series, Vol. XIII.) D. Appleton & Co., 198 pp.

The author of this volume modestly says that it comprises "a series of papers read before the teachers of the public schools of Chicago and vicinity, prepared with no thought of publication, but solely to aid the teachers in their daily and hourly work in the interests of the children who throng our rooms." This very fact lends to the little volume its chief value and charm. There is a genuine-

ness, helpfulness, simplicity and directness about it sure to be wanting in a more formal treatise, which yet draw the reader to the author by community of effort and aspiration, and make the essays both instructive and inspiring. The nine papers which it contains bear the following titles: Moral Training in City Schools; The Character of the Teacher; The Place of Memory in School Instruction; The Elements of Growth in School Life; The Scholarship Aimed at in the School; The Teacher in the School Room; How the School Develops Character; The Class Recitation; The School Principal. It is evident from a glance at these titles that Supt. Howland is interested in the vital more than the formal things of teaching. The first, fourth and seventh treat of the schools as formers of character, which is justly regarded as their highest aim. The author's view of their usefulness and possibilities in this direction is a very high one. He goes to the heart of the controversies over moral and religious training when he writes: "It is for us to inquire, not whether we teach our pupils the views of this or that school, but whether they do acquire a power of self-control, a command of their appreciations, passions, and desires, with the intent and will to direct them to worthy ends; whether, with a true and honest purpose, they go forth from our doors with a greater abhorrence of what is low and base, more faithful to the right, more sensitive to the breath of merited blame; whether, in regard for all that is ennobling, in courtesy to their equals, in respect for their superiors, they leave us better than they came, or rather, I would say, with a truer respect for the rights of all, even their inferiors." Equally clear and strong is his estimate of the actual work of the schools as character builders, by their atmosphere, their discipline, their instruction forming the self-respecting free-men on whose uprightness our institutions must firmly rest. The second, sixth and ninth discuss the character and influence of the teacher, in an equally vital and quickening manner. We wish heartily that every toiler in the school room might read these papers, for the elevation of ideals they would give, and for the help and hope to be found in them when sinking under monotonous tasks. The third, the fifth and the eighth touch upon the work of the school room, not dryly and didactically, but in a discursive and genial fashion which insinuates a philosophy instead of formulating it. We venture one other quotation in illustration of the appreciation of what is vital in school work so pervasive of the essays: "Not that fixed and monotonous routine, enforced by the mere martinet in discipline, that deadens the vital force, stifles thought, quenches generous ambition, and, regarding more the outward form than the inner life, aims only at uniformity, though only of dullness and stupidity; but that quiet, unconscious harmony that results from each member moving undisturbed in his proper sphere, in willing conformity to an unfelt but all-controlling power; no rules for the sake of ruling, no friction or jarring of ill-adjusted parts —none of the pomp and circumstance of military display, but all moving on to the attainment of a desirable end." We heartily commend the volume as certain to prove interesting, inspiring and helpful to the teachers who may read it.

—HARPER'S ADVANCED ARITHMETIC, for Secondary Schools, by John H. French, (Harper & Bros.; 474 pp.), was finished by its author only a few days before his death. His reputation as a mathematician and as a practical teacher give grounds for anticipating a work of rare excellence, and an examination will show that the anticipations are fulfilled. It is an advanced arithmetic which he has given us, one which proceeds upon the assumption of elementary knowledge, and develops the theory or science as well as the commercial applications of Arithmetic. Its plan is to develop first the properties of numbers and the principles of reduction, and then to apply those in the fundamental processes, as seen with each successively in the decimal scale, varying scales and fractions. After those are disposed of the chapters treat of commercial calculations, powers and roots, ratio, proportions and progressions, percentage and measurements. A supplement of more than one hundred pages takes up a large number of interesting topics not necessary to the course but valuable for such as have time to deal with them. The problems are numerous and practical throughout the work. The publishers have issued the book in a very attractive form and it can hardly fail of meeting with immediate favor at the hands of teachers.

—A PRIMER OF FRENCH LITERATURE, by F. M. Warren, (D. C. Heath & Co.; 250 pp.), is based on lectures in Johns Hopkins University. It gives a connected and philosophical view of the development of French literature, but is burdened with a mass of details which render the use of it difficult for the general reader.

—AESCHINES AGAINST CTESIPHON (on the Crown), edited by Rufus B. Richardson, (Ginn & Co., 279 pp.; $1.50), is the latest issue in the publishers' College Series of Greek Authors, and presents the attractive appearance characteristic of the series. It would be hard to find better edited or better printed Greek books than those of this series.

—In their series of French authors D. C. Heath & Co. issue Albert Barrere's edition of Lamartine's JEANNE D'ARC, with introduction and vocabulary; and Alexis Piron's LA METRONOMIE, a comedy in five acts, edited by Leon Delbos.

—ELEMENTS OF COMPOSITION AND RHETORIC, by Virginia Waddy, (Van Antwerp, Bragg & Co.; 416 pp.), develops the subject both analytically and synthetically by a variety of ingenious exercises exceedingly well adapted to the purpose in view, which is not merely to load the mind with rhetorical precepts, but to develop critical acumen and practical skill in the use of them. We believe the book to be one of the most practical and useful of its kind, and heartily commend it to the attention of teachers.

—THE STATE AND FEDERAL GOVERNMENTS OF THE UNITED STATES, by Woodrow Wilson, (D. C. Heath & Co., 131 pp.; 56c.), contains the portion of the author's recent work on "The State" which relates to the governments of our country. It presents a historical and philosophical discussion both of our constitutions and usages, which is well adapted to make young readers intelligent thinkers in American politics, and likely to be much more useful to them

than the dry and somewhat narrow discussions of the constitution which at present usually fill up the time given to civics.

—THE NEW ARITHMETIC, by three hundred authors, edited by Seymour Eaton, with a preface by T. H. Safford, (D. C. Heath & Co., 230 pp.; 85c.), is chiefly a book of problems, with as small an amount of theory as can be made to serve the purposes of the man of affairs. The arrangement into seven departments is peculiar, and its advantages not altogether obvious. Prof. Safford's preface discusses practically the principles of arithmetic teaching, emphasizing duly the necessity of drill to secure accuracy in computation and of rational training to enable the pupil to see relations and what they imply. The examples are numerous and practical but not difficult, and the book represents well the views of those who call for less time and more sense in the teaching of arithmetic.

—THE THIRD READING BOOK, by Eben H. Davis, (J. B. Lippincott & Co., 336 pp.; 56c.) contains mostly folk-lore stories by well-known authors and pieces adapted to the cultivation of the imagination and the emotions. The selections are of high merit. The pictures for language lessons are an original feature of the book and are exceedingly well adapted for their purpose. An attractive and useful book.

—MENTAL AND MANUAL TRAINING IN FORM STUDY, (D. Appleton & Co.; 44 pp.) is designed to accompany Krusis' drawing books, and besides the principles of instruction contains detailed directions for the guidance of teachers.

—THE STORY OF OUR FLAG, (Eastern Educational Bureau, 7 pp.; 10c.) is a school exercise, dialogue and songs, to be used at a flag raising.

—The latest issues in the "Riverside Literature Series" (Houghton, Mifflin & Co., Boston,) are WASTE NOT WANT NOT and BARRING OUT, by Maria Edgworth, and an extra number, MANUAL FOR TEACHERS, containing suggestions and illustrative lessons leading up to primary reading, by I. F. Hall. Each 15 cts.

LITERARY ITEMS.

—Ginn & Co. announce for publication in April *The Best Elizabethan Plays*, edited by Wm. R. Thayer, which will include plays from Marlowe, Ben Johnson, Beaumont & Fletcher, and Webster. They will also issue soon, *Plant Organization*, by R. Halstead Ward, a guide to the general structure and morphology of plants; and *Elements of Structural and Systematic Botany*, by Douglas H. Campbell.

—D. C. Heath & Co. promise *De Musset's Pierre et Camille*, one of the author's finest stories.

—"*Shoulder Arms*," John Preston True's new book, is receiving hearty praise from the press, since its perusal will make almost any boy more manly, almost any girl more thoughtful and womanly. Under the guise of fiction it also deals with the problems of military drill in schools, physical culture, and the self-government of schools by "senates." The author has received numbers of letters from anxious parents asking for the address of the school coming nearest to the one outlined in his story, to which they might send their own boys and girls. Mr. True is a Boston author, and for the past eleven years has been connected with Houghton, Mifflin & Co., chiefly in the Educational Department.

—The interesting fact is announced by Messrs. Charles Scribner's Sons that they have

acquired from Mr. Henry M. Stanley all the American rights for his personal narrative of the expedition for the relief of Emin Pasha. Prior to the appearance of the complete work, *Scribner's Magazine* will publish an article upon his last journey by Mr. Stanley. It will be illustrated and is certain to be as important a contribution as any that has ever appeared in an American Magazine.

—The *Arena* is true to its promise to present all sides of open questions. In religion the first number presented only liberal ideas but the March number has the first of a series by Rev. G. B. Cheever on God's Voucher for the Verbal Infallibility of His Word. Bishop Spaulding, of the Catholic church, and Canon Freemantle for the Protestants will, at an early date, review Col. Ingersoll's paper on God in the Constitution. The Extinction of Shakespeare, and the Divorce Question will also attract attention at once.

—Anne Thackeray Ritchie's paper on John Ruskin in the March *Harper's Magazine* will delight all readers of the great art critic. How to Listen to Wagner's Music, The Winged Victory of Samothrace, and The Restored Head of Iris in the Parthenon Frieze are suggestive art papers. Miss Pennell's Venetian Boats is unique in its attractions for lovers of the picturesque. The Army of the United States in this number continues a striking series, which is to be further pursued with an account of some of our most famous campaigns against the Indians. Mr. Howell's new romance The Shadow of a Dream is begun in this number.

—For readers of literary tastes the March *Scribner's* offers a charming paper on Charles Lamb; to those who love history A Forgotten Remnant presents studies of the Seminoles of Florida as they are. Scientific readers will enjoy the account of Ericsson and Prof. James' study of Hypnotism, and all will turn first to The Point of View.

—The *Century Magazine* certainly prepared a rich treat for its readers when it secured Joseph Jefferson's Autobiography. It is a long time since any narrative so fresh, racy and entertaining has been published. An Artist's Letters from Japan, by John LaForge, promise also to be full of instruction skillfully presented. For stories and miscellany this magazine is unrivalled.

—Giordano Bruno has received much attention since the erection of a statue to hi memory in Rome, but we have seen no article which so well represented the man all in all as that with which the March *Atlantic* opens. Prof. Trowbridge's Dangers from Electricity displays the necessity of knowledge on the part of those who assume to handle modern strong-current wires. Woman's Suffrage Pro and Con, The Value of the Corner, Loitering through the Exposition, Over the Teacups, the admirable serials and the reviews make up an attractive number.

NEWS AND NOTES.

—The decision of the Supreme Court of the State will be a disappointment to those who favor woman's suffrage. The case before the court was that of H. W. Gilkey vs. W. A. McKinley. Both were candidates for the county superintendency in Oconto county, and the returns showed 603 votes for the former and 617 for the latter. But in the town of Pensaukee a separate ballot box was provided for the women, and there were cast in it thirty-three votes for McKinley and two for Gilkey. In the Circuit Court Judge Hastings sustained the returns, but the Supreme Court reverses the decision on the ground that the action of the inspectors in providing the separate ballot-box, was not authorized by law, and, moreover, that the law does not provide any means by which women can vote for a school officer at an election where other officers are also to be elected; that the law is essentially a part of the constitution, and only indicates a principle, which requires further legislation to give it the force of law, and supply a sufficient rule for the enjoyment of the right therein given; that to hold the law at present sufficient would place in the hands of the inspectors the power to disfranchise a class of voters by refusing or neglecting to provide a separate ballot-box, without subjecting

themselves to any liability or punishment whatever; that at the same time such a ruling would relieve the legislature from any responsibility in the matter; but if it is ruled that the law is not self-executing and requires further legislation to give effect to its provisions, the legislature will be held to the obligation to effectuate by appropriate legislation the expressed will of the people, and the absurdities and incongruities mentioned will be avoided. This decision restricts to the annual school meeting the right of voting granted to women.

— New editions of the Manual of the Course of Study and the School Laws of Wisconsin have just been issued by the State Superintendent. The former editions of both were exhausted by extraordinary calls much sooner than was anticipated. A large call has arisen from the high schools, which are now making large use of the Manual as the basis of instruction in the theory and art of teaching. To meet this want it is proposed to bind a certain number of the new issue in boards, and furnish them to the schools at absolute cost of manufacture, or a trifle below this. The new edition does not differ materially from the former one, the only changes being corrections of obvious errors, and some improvements in the arrangement of matter to facilitate reference to the volume. The code has been called for partly in consequence of the discussion of the Bennett law, which has developed unusual interest in our school legislation. The new edition embodies the laws made by the two legislatures since the former was issued, and such changes and comments as this addition rendered necessary.

—We are pleased to note that the Wisconsin Academy, opened this year in Madison by Prof. W. M. Pond, appears to be prospering. The enrollment in the Academy proper has, during the present term, reached one hundred and twelve, which is double the number present at the opening of the school. This growth is very encouraging and plans are under discussion for erecting a suitable building for the institution.

—Short institutes have been held during the month at Reeseville, Madison, Saukville, Union Grove, New Lisbon and Elroy. That at Madison reached an enrollment of upwards of one hundred. Those who are familiar with institute work remark upon the lack of responsiveness on the part of teachers in attendance. It is difficult to say with certainty to what this is due, but its effect in checking the efforts of the conductors to develop interest and thoughtfulness is unfortunate. Teachers need to recognize that the success of an institute depends upon them as well as upon the conductors. It reaches highest excellence when there is a free interchange of opinion, because thus the thoughts of all are stimulated and the work adjusts itself to the real needs of the participants.

— Supt. Smith, of Waukesha county, writes: "We had a very enthusiastic institute here at Waukesha, Jan. 24 and 25. Discussions began with the first topic on the program and were carried throughout the institute with a great deal of earnestness on the part o our teachers and thoroughness on the part of the conductors. These two day institutes are becoming a potent factor for good among our teachers, and are doing more to bring the grading and classifying of the county schools to a successful basis of operation than any thing we haxe ever had in this work before. Prof. J. W. Cook, of Normal, Ill., gave us a very instructive and entertaining lecture Friday evening, Jan, 24, upon the subject

"Freedom." Our teachers consider that they had a rich intellectual treat during the two days, and should Prof. Cook ever come to Waukesha again, he will be sure of another full house to hear him.

—Albion Academy is at present under the management of Prof. D. E. Willard as principal, assisted by E. J. Ohnstad, Mrs. E. A. Clark, W. H. Ernst, May Burdick, Ezra G. Bussey, Miss A. Carr, and J. D. Martin.

—The catalogue of the Third District School Library at Appleton shows a total of six hundred and seventy volumes. These have evidently been selected with a great deal of care, and are classified in departments in the catalogue. An examination of this shows that the school is well equipped in its library. O. E. Wells is principal. The school census of the city shows 4229 children of school age.

—The official Bulletin of the National Educational Association will be issued in March. Meantime President Canfield announces the following features of the program: "The Catholicity of Public Education and its Value," "Co-Education Instead of Sex Schools, Desirable for Character Building, and a Necessity in a Free State," "Some Phases of Pedagogical Inquiry," "The Place and Functions of the Agricultural College." "Organization and System vs. Originality and Independence in Teacher and Pupil."

—The last catalogue of the public schools at Stevens Point shows a total enrollment of 1330 in the public schools and 673 in the private schools of the city, in all 2003, against a school census of 2813. This is a very favorable showing. Supt. F. W. Cooley says: "The most encouraging fact connected with the high school department is the aim of the great majority of the pupils to complete the prescribed course of study. Consequently few special pupils are enrolled."

—Supt. Wiswall says of the Reading Circles: "The Teachers' Reading Course adopted in this state four years ago is still pursued more or less vigorously by rather more than half of our teachers, though it has been discontinued in nearly all the counties of the state. Nearly one hundred dollars has this year been expended by teachers for reading circle books and more than that amount for professional papers." Six towns in the county have complied with the library law, and the sixteen others are notified that it is their duty to comply at once. Forty-three pupils graduated from the district schools during the year, whose names are given in the report, with that of their teachers.

—A note from Principal Rood, of Palmyra, says: "I am arranging for an Educational Convention of four days to be held here, from Monday, March 31, to April 3. I have a good program under way, and we hope for a pleasant and profitable time. Among those who are engaged for addresses are Gov. Hoard, H. C. Adams, H. C. Thom, Prof. Henry, Mrs. Earle, of Lake Mills; Ed. Coe, of the Whitewater Register; Supt. Sheridan; Rev. Mr. Moore, Rev. Mr. Clark, and Wm. Butcliffe, of this place, and others; Prof. D. D. Mayne, of Ft. Atkinson. This was appointed before the South-Eastern Association was organized, and I am sorry there is a prospect of the dates conflicting."

—The South Western Wisconsion Teachers' Association organized at Boscobol Feb. 22, gives promise of vigorous and useful existence. The attendance was large, and the discussions were spirited. With the rise of district associations will it not be wise

to bring the ladies more into the work of these gatherings? If there is no other way let there be a ladies' section, or a ladies' session, that they may begin publicly and seriously to discuss the lines of work in which they are mostly engaged.

—The State Superintendent has issued a circular to school boards which touches a matter of a good deal of importance, inasmuch as the zeal of agents is inducing the purchase of not a little very expensive school apparatus which is of comparatively little use, while the schools are suffering for the want of more appropriate aids which can be had for much less money. The circular reads: "It appears from information that comes to this office that in some localities certain agents for school apparatus are representing themselves as acting under the express authority or direction of the State Superintendent, and that therefore it is the duty of the board to purchase their charts and other apparatus thus offered. Not only has the State Superintendent never given any such authority in any manner, but he is expresslv prohibited by law from engaging in any such practice. See Sec. 501, Revised Statutes. Furthermore the State Superintendent does not advise district boards to invest in any expensive "anatomical aids" or charts for teaching physiology, or in any expensive charts for teaching arithmetic or business forms. The apparatus really needed in district schools is a reading and possibly a language chart, an inexpensive globe, a set of outline wall maps, and sufficient blackboard."

—Florian Cajori, formerly a student of the Whitewater Normal School, and subsequently a graduate of the State University, and a post-graduate of Johns Hopkins is now a professor in Colorado College at Colorado Springs. With him is associated Mr. George Hendrickson, a student at Beloit, afterwards at Johns Hopkins and at Boem and Berlin in Germany. It is remarkable to find two Wisconsin young men with such antecedents in a single college, but they deserve the success which they have achieved, and which but opens the way to them for still further achievements.

—The Working People's Reading Club of Milwaukee has been re-organized into the People's Institute, with a wider aim as well as name. Its purpose is to promote general intelligence, by maintaining free reading rooms, conversation rooms, and evening lectures and addresses. Robert C. Spencer is president.

—The little town of Almond, a neighborhood rather than a town, maintains a high school and has five students in Madison.

—We are told of two neighboring towns, in one of which the principal insists upon the use of English on the play grounds and in the other the principal does not demand this. In the latter instruction is hindered by difficulty in understanding English, while in the other no such difficulty exists. School instruction in English is important, but it is much more effective if supported by out-of-school practice.

—Gov. Hoard has reappointed J. H. Evans, of Platteville, as a member of the Board of Regents of Normal Schools, and appointed Hon. M. A. Thayer, of Sparta, in place of C. A. Hutchins, and Michael Kirwan, of Manitowoc, in place of Sup't W. H. Anderson. The governor also reappointed the following members of the board of University regents: 3d congressional district, George Raymer, of Madison; 4th district, George Koeppen, of Milwaukee; 5th district, Hiram Smith, of Sheboygan Falls; 8th dis-

trict, W. P. Bartlett, of Eau Claire. They hold office for five years.

—No change is to be made in the date of the meeting of the National Educational Association at St. Paul this summer. A change was proposed but a circular from Pres. Canfield informs us that the original date, July 8-11, will be adhered to. This is certainly the most convenient time for Wisconsin teachers.

—The Summer School circular is not ready for this number. It will soon be issued, however, and will show arrangements for a vigorous and profitable session.

—The Normal School Regents at their last meeting voted to purchase a national flag for each of the Normal schools.

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PEDAGOGY IN THE HIGH SCHOOL.

(Read before the South Western Teachers' Association.)

In opening this discussion on Pedagogy in the high schools I shall consider the purpose of the state in putting this study into the high school curriculum, the methods which should prevail in the treatment of the branch that the state's purpose may be realized, and lastly how some high schools of the state are carrying on the work.

Pedagogy was put into the high schools because of their close relation to the common schools and their power to meet needs of that part of our educational system. The study of the theory and art of teaching *might* have been given a place beside algebra and botany, because of its intrinsic educational value. At least Herbert Spencer says: "No rational plea can be put forward for leaving the art of education out of our curriculum. Whether as bearing upon the happiness of parents themselves, or whether as affecting the character and lives of their children and remote descendants, we must admit that a knowledge of the right methods of juvenile culture, physical, intellectual and moral is second to none in importance." When we consider that every parent is a teacher, the truth of Spencer's statement seems established.

The state law provides that the course of study in each free high school "shall include instruction in the theory and art of teaching, and organization management, and course of study of ungraded schools; and all examinations of teachers shall include examinations upon these subjects." Obviously the state has enacted this law to make the high school serve in the betterment of the common school. The state recognizes the fact that special training is necessary to make the student the most successful teacher. Observation, by the student, of how oth-

ers teach will not suffice to make him a teacher without a study of the methods and principles employed by good instructors. The normal school is the outgrowth of this idea. The five normal schools of the state are giving professional training to a large number of lower grade teachers. The schools, however, can supply but part of the third grade and second grade teachers. The more local high schools must furnish a large share. The position of the high school, then, in our educational system is doubly important. It is the school beyond which but very few go, and hence it is intrusted with the grave task of giving the state intelligent citizens and wise parents; and also it has the hardly less important duty to perform of helping to make parents and teachers wise in the art of education.

To carry out this purpose of the state, the aim of the high school, in its pedagogical instruction, should be to give its scholars a knowledge of the best methods of teaching the simpler branches and of organizing and managing a school, that the high school scholars on leaving their study may be better equipped as teachers and citizens to work in and for the common schools of the state.

The results of the study of pedagogy in the high school should be made as practical as possible. The time that can be given must be too short for an exhaustive mastery of the theory and art of education. The study then should have in mind the needs of the common school, should give greater power to teach the simpler branches, and furnish the ability to better organize and manage a common school. The more exhaustive treatment of the science of education, and the solution of the subtler problems of mind training, must be left to the university.

These practical results should be sought by scientific methods. This means first of all that the teacher of pedagogy in the high school should be well prepared for the work. I doubt if any subject not thoroughly comprehended can be scientifically taught. I am sure that the art of teaching must be known to be rightly treated. Again, pedagogical study in the high school should be made as concrete as possible by systematic observation by the members of the class of work in progress in the lower grades. The study of how to teach has necessarily much to do with principles, and is thus largely abstract. As ex-Superintendent Graham said of the study: "The chief difficulty will be found to arise from the unreality of it to the pupils. Their lack of practical contact with the problems involved, and their imperfectly formed habits of re-

flection make it difficult for them to deal fruitfully with the subject." This "lack of practical contact," must be met with systematic observation work supplemented by practice work in order that the principles of the theory may be felt to underlie the "art." Further, a scientific investigation of the theory and art of teaching demands an inquiry into the powers of the mind and the laws of their activity. An exhaustive study of psychology is not demanded. The leading mental activities can be comprehended without. Some may doubt the advisibility of attempting a study of mental laws in the high school. The matter involves two questions: Is it scientific to make psychology the basis of pedagogy? and if so is it practicable? The first question, it would seem, must be answered in the affirmative. The teacher is a mind trainer. As Pres. Charles Kendall Adams, of Cornell, says, "The successful study and teaching of pedagogy, as a science, must rest very largely upon a psychological basis." Prof. Payne in his valuable "Contributions to the Science of Education" declares that: "Psychology, in fact, stands in the same relation to teaching that anatomy does to medicine. The teacher's art is addressed to mind, and if the art is to be rational, if it is to be administered in the scientific or the professional spirit, for these are usually identical, the teacher should know much of the philosophy of spirit." He says further: "There is much of psychology that is merely curious or of general interest, having but very remote and indirect bearing upon the practice of the teacher's art; but there is other matter, of much smaller volume, that is vitally and constantly related to every process of instruction." The second question regarding the practicability of introducing elementary psychology into the high school is also to be answered in the affirmative. The best argument that can be deduced to prove this is that many of the high schools of the state have found it practicable. The outlines of work done in some of the representative schools of the state that I shall present later will show this.

What subjects is high school pedagogy to cover, and in what order? The following are the subjects and the rational order of their treatment: (1) Elementary psychology taught with reference to pedagogy, and including an inquiry into the educative value of different studies in the development of the mind. This prepares the way for (2) the *principles* of teaching. These two prepare the class to consider (3) the *methods* of teaching the elementary branches. Probably reading, writing, arith-

metic, geography, and language are as many studies as can be discussed in the high school. (4) The fourth subject treated will be school *organization* and school *management.* The class is now prepared to consider intelligently (5) "The *Course* of Study for Common Schools" prepared for use by the State Superintendent. In connection with these five lines of study, observation work should be carried on by the pupils under the direction of the teacher. The class should be required to visit the lower rooms, take notes on order, control, organization, and recitation work done in these rooms, and to report the same orally or in writing. A very helpful outline of observation work is to be found in Mr. Graham's circular of 1885, on the "Theory and Art of Teaching in Free High Schools." Some practice work should also be done by the members of the class. This will lead the practitioner to discover his weak points and also enable the teacher to help by criticism. Some teachers require the students of theory and art each to take a class for thirty minutes once a week. In most high schools of Wisconsin, two terms are devoted to pedagogy; but in some of the larger schools, as in Janesville, a year is given to the subject. Two terms give opportunity for covering the work fairly well. When a year is taken, more time can be given to psychology.

To find out what is being done with pedagogy in the high schools I have written to some of the teachers of pedagogy. Their answers are of more value than any theoretical discussion can be. I will read them:

Miss Ida Cravath, assistant at Burlington, gives the following outline of her work:

We devote two terms of twelve weeks each to this work. The first term we use Swett's Methods as a text-book. A brief outline of the departments of the mind is given the pupils as a basis for work. The more important portions of the text-book are read and discussed or learned, but our main aim is to present to our pupils those theories and methods that will be most practical to them in country school work, as a considerable number of pupils secure these positions after graduation. During the last two or three weeks, "Courses of Study for Common Schools," those adopted by the state, are placed in the hands of the class, and their advantages and possibilities discussed. During the second term, "Allen's Mind Studies for Young Teachers," is used as a text-book. We have allowed pupils to observe work in the lowest departments, but rather a limited amount of this has been done.

The course of study provides for pedagogy during the winter term of the junior year, and for psychology during the spring term of the senior year. Provision is also made for a normal class that meets once or twice during the spring term of the junior year.

Prin. W. S. Axtell, of Beloit, writes as follows:

DEAR SIR: Enclosed you will find a copy of our course of study in the high school.

The course of study provides for pedagogy during the winter term of tbe junior year, and for psychology during the spring term of the senior year. Provision is also made for a normal class that meets once or twice during the spring term of the junior year.

"Page on Teaching" is the text which has been in use for some time. I am using it in my class in pedagogy, and intend that it shall inspire the pupils and elevate their ideals of teaching. Within another week, (i. e. about February 21), I shall take up the study of the "Manual of the Course of Study," and make it as practical as possible. Psychology will be taught with some reference to the work of teaching. The "normal" class will meet once or twice a week to be assigned reading, classes to visit, exercises to conduct, and to hear lectures.

Prin. D. D. Mayne, of Ft. Atkinson, sends the following:

At Elkhorn I had but twelve weeks for the study of theory and art. Then I took four weeks in giving the pupils a general idea of psychology as related especially to pedagogy. Two weeks were given to primary methods, and six weeks to course of study for ungraded schools, using the manual as a text-book. During the entire time I required the pupils to "observe" in the lower departments; each one was given an opportunity to conduct a department for thirty minutes during each week. I was *not* satisfied with results, because, first, the study was optional, and second, the time devoted to it was too short. Observations in lower departments were made under my direction, and the observation notes were carefully written up for my perusal. *Here* I have ten weeks for psychology. "Hewitt's Elements" is the text-book used. Ten weeks for pedagogy, which time I shall occupy with the Manual of Course of Study and Observation work.

The following indicates the work being done in Janesville:

In reply to yours of the 8th, relative to our course in theory and art of teaching. This branch is made one of the studies of the senior year in all four courses. The first term (fourteen weeks) is devoted to men-

tal science, which is turned more or less in the direction of this branch. The second term (thirteen weeks) is devoted to reading standard books on theory and art, using Balwin and Swett. Topics are assigned to be prepared from other sources. The third term (eleven weeks) is spent in further reading, and in systematic observation of work in school rooms, under charge of the teacher, and in discussion of the facts observed. The whole class take the first two terms (*required*), but those definitely not to enter the profession *may be* excused from last term.

Yours, I. N. STEWART.

The Boscobel high school devotes two and one half terms to the work. The work this year is limited to one term as a result of a slight change in the course made two years ago. The work this year will be done essentially as outlined in this paper, though necessarily in an abridged way. The text-books used will be White's Elements of Pedagogy, and the "Manual of the Elementary Course of Study for Common Schools," issued by the State Superintendent.

Though in this paper the point of view has been the needs of the common schools, and the duty of the high school to labor for them, I would not have it thought that the study of pedagogy does not have an intrinsic value independent of its importance as a reformatory factor in our public education. A scientific inquiry into the processes of thought evolution can but have a value second to no other line of study. Those teachers in whose hands the study is unproductive of good results will hardly be able to lay the fault at any other door than that of their own ignorance and poor preparation.

E. R. Johnson.

BOSCOBEL, WIS.

SOME ELEMENTS OF WASTE IN OUR COMMON SCHOOLS.

[Read at the Farmers' Institute at Baraboo, Sauk Co.]

The schooling of the 10,000 children of our county at an annual expense of $60,000 is a matter of some importance whether viewed from an educational or a financial standpoint. It should interest, not only the teacher and the parent, but the citizen and the tax-payer as well.

Everyone who has given this common school problem any attention must be impressed with the fact that the average school is accomplishing but a small part of what it ought, and under wise management,

what it might be made to accomplish. Failure to secure the best results is due to a variety of causes, many of which are within the control of the people. It is some of these defects that are susceptible of remedy, these sources of waste that may be overcome or at least lessened, that I shall briefly discuss in this paper.

I trust the inference will not be drawn from what follows that I find nothing in the common school to commend. Neither do I wish to be classed with those critics who contend that no progress has been made in educational matters, but on the contrary that the good old school of half a century ago was superior to that of the present time. In the physical facilities for school work, in rational methods of instruction, in the scope and character of work done, in the educational and professional qualifications of teachers there has been a constant and marked advancement that is full of encouragement and promise.

The notion has come to be quite generally entertained, though it has not taken strong hold upon many communities, that in the construction and furnishing of school houses the health and comfort of pupils and teacher is a matter worthy of some consideration. This is shown by the fact that of the fifty school buildings erected in this county during the decade now drawing to a close the majority are provided with special means of ventilation and are properly lighted and seated. Yet with most of the older buildings it is different. It is a lamentable fact that in nearly two thirds of the school houses of the county the window is the only means of ventilation, and frequently even this means, the only resource of the teacher, is effectually cut off by some officious school officer intent upon saving the district's fuel, who securely fastens the windows so that they cannot be moved. Thus the energies of pupils and teacher are wasted and their health endangered. We shudder at the thought of the Black Hole of Calcutta, yet in my school visitation I have entered small, close, foul, crowded school rooms deserving of no better title. School officers should see that the upper sash are movable and, if practicable, hung with weights.

Some seven or eight hundred school children of this county are still compelled to use the old-fashioned style of seating, which a writer has properly and tersely described as a "regular round-shoulder, back-ache, consumption-inducing pattern." Such seating certainly is conducive neither to physical nor mental development.

The farmer who should send his employe into the field to labor with-

out any farming implements would be considered a fit subject for an insane asylum, yet many teachers are sent into the school room empty-handed, and such is public sentiment on educational matters that neither the sanity nor judgment of these school officers is often questioned. The college professor, the experienced high school principal, the skilled primary teacher in our normal school, each must have a good supply of apparatus, but the common school teacher, whose experiences and resources are limited, is expected by many to do satisfactory work without school room tools, or with few and imperfect ones.

Of the 180 schools of the county one third have insufficient black-board, two thirds have not a complete set of outline maps, one tenth have no maps, one half have no globe, two thirds have no modern reading charts, one half have no physiological charts, one tenth have no dictionary in a usable condition. It must be evident I think to every intelligent person that the work of our common schools is materially retarded by the insufficient supply of apparatus.

The following statement indicates approximately the cost of what is deemed a fair equipment for a common school:

10 sq. yds. of good black-board	$20.00
Set of Outline Maps	25.00
Map of Wisconsin	3.00
Reading Charts	10.00
Globe	2.50
Physiological Chart	15.00
Dictionary	7.00
Brief Encylopedia	18.00
Total	$100.50

Thus it will be seen that two thirds of what the farmer pays for a single implement, the self-binder, would properly equip a school for efficient work.

Not only is there a loss due to a deficiency of apparatus but there is also a loss due to the lack of proper care of what there is. That kind of economy practiced by the farmer who leaves his seeder or harvester in the fence corner of his field so that it will be ready for next year's use may be seen in the majority of schools in the treatment of apparatus. No place being provided for its safe keeping when not in use, it is left upon the wall exposed to dust, or stored in a corner of the room to be trampled upon and ruined. More apparatus is thus destroyed than is worn out by proper use.

One of the so-called "New-fangled notions" of modern education is that the school house and premises should not only be healthful and comfortable but that they should be pleasant and attractive. In the mental organism of every individual there is a faculty, capable of development, which recognizes and in a measure appreciates order and beauty. The cultivation of a taste for the beautiful enhances the true enjoyments of life by putting us in accord with the manifold beauties of nature so profusely spread out on every hand. It is by its ennobling influence a powerful auxiliary of virtue. We are prone to take quite too narrow a view of education. Education means more than the storing away of facts in the memory, more than the ability to read and write and cipher. It means the development of all the faculties of the mind; it means culture; it means refinement; it means character.

The school site should be of such a character as to afford ample opportunity for exercise and at the same time tend to cultivate a love for the beautiful. The school room should be neat and bright and cheery. It is unphilosophical, it is wrong, it is barbarous to take a child from the outward world of beauty and imprison him for a considerable portion of the waking hours of his childhood within the bare, dingy, gloomy walls of a repulsive school room. The cost of a few shade and ornamental trees and flowering shrubs, a little whitewash and paint, or perhaps a few rolls of wall paper, a few pictures, mottoes and other simple school room decorations, and a U. S. flag would be trifling, but what a wonderful effect it would have upon the school life. Many teachers have done much in the way of improving the appearance of the school room, but to secure satisfactory results some small expenditures are necessary which the district should make. Arbor Day is a fitting occasion, not only for tree planting, but for the general beautifying of school rooms and school grounds, and in behalf of the teaching fraternity of the county I earnestly solicit the active co-operation of all school boards and friends of our public schools in this good work.

In the matter of text-books there is an unwarrantable waste. The failure of school boards to adopt a list of text-books as the law makes it their duty to do frequently results in a diversity of books, which by multiplying classes seriously retards the progress of the school. A frequent change of text-books is expensive and is wisely prohibited by law, yet it is manifestly unwise and uneconomical to use text-books that are thirty or forty years behind the times. No greater progress has of late

been made in any direction than in text-book making. Such books as Sanders' readers and spellers, the National readers, Kerls' and Clark's grammars, etc., should be laid aside and others better adapted to the present needs of our schools adopted.

There is great loss of interest due to the very meagre amount of reading matter in our schools. An educator who has given this matter special attention asserts that the whole amount of reading matter in the five books of an ordinary series of readers does not exceed that of a large metropolitan newspaper. These small books are read and re-read again and again until the work becomes lifeless and almost profitless. If any one desires to know how interesting this repetition becomes both to pupil and teacher let him read an issue of his newspaper over and over daily for a month or two. A set of supplemtary readers should be supplied by each district. The circulating school library will also do much towards supplying the deficiency.

Complete records are indispensable to progressive, systematic work, especially where there is frequent change of teachers. Yet many school clerks appear to think it economy to purchase that kind of register that has nothing to recommend it but its cheapness, and thereby leave each incoming teacher in the dark in regard to the condition and classification of the school and the work done by his predecessor.

But probably the greatest waste in our common schools is due to absenteeism of pupils. It was to be understood that the tax-payers of a district practically pay for the schooling of all the children of school age of that district, whether they attend school or not. What are the facts in regard to this matter? By referring to the statistics for the school year ending June 30 last, I find that there were 9200 children of school age in this county exclusive of the cities of Baraboo and Reedsburg. Of this number 2800 were not enrolled in the public schools. After making allowance for those between the ages of four and six and eighteen and twenty whom we may not expect to attend school, and the few who received some sort of schooling in private schools, there yet remain more than 800 who did not receive a day's schooling, and of this number nearly half are of compulsory school age. I find, also, that a perfect attendance of all children between the ages of six and eighteen would aggregate in round numbers 1,050,000 days, whereas the actual attendance was but 471,200 days or but 46 per cent. of a perfect attendance. Thus it is clear that here is a direct loss of more than half of

the money expended for school purposes. Just how much of this loss is due to sickness and other unavoidable causes it is, of course, impossible to tell, but basing judgment upon results of several years observation, I am confident that it is not extravagant to say that two thirds of this absenteeism is unnecessary and unwarrantable. In many families children stay away or are kept away from school on the most frivolous pretexts. Some slight chore, a pleasure excursion, a dislike for the teacher by parents or child—these are sufficient to keep children from school.

Many children of well-to-do parents are kept out of school day after day, week after week, and month after month, and are thus robbed of the birth-right of every American child,—a common school education, to do what a few dollars invested in barbed wire would accomplish. This is not only a shameful wrong to the child, but it is a fraud upon the tax-payer, an insult to society, and a menace to the state.

What can be done to remedy this evil? I answer, we must make the school life comfortable, pleasant and attractive. We must elevate public sentiment on educational matters by argument and by the enforcement of the compulsory law.

In the selection of teachers, also, there is frequently great loss. Teachers who do satisfactory work should be retained if possible for several terms. A teacher in a term's experience, if he has not mistaken his calling, has become acquainted with the condition and needs of the school and has learned much of the disposition, habits and home training of the pupils, all of which is of great value. But by many school boards this very important matter is entirely overlooked, the controlling consideration being wages. Who will teach for the lowest wages is the question, not who will render the best service for the highest wages that the district can afford to give. Legally qualified teachers are not all equally well qualified educationally, professionaly and morally. The lowest priced teacher is by no means the cheapest teacher. He is the cheapest teacher who returns most for the compensation received in the form of correct moral and social influence, and that kind of instruction and training that best prepares for what civilization demands of those who enjoy it. In other words, he is the best teacher whose work tends most strongly to produce the highest type of manhond.

Favoritism often biases the judgment of school officers. A tried, faithful and efficient teacher is not retained because Mr. A, the director,

has a daughter holding a limited certificate who would like the school; or Mr. B, the treasurer, has a sister coming from the east who, it is reported has kept school; or Mr. C, the clerk, has a nephew for whom he desires to secure a school. Then, too, the school is sometimes made a sort of charitable institution. The pecuniary need of the applicants is considered in making the selection of a teacher. A young lady is engaged because she is poor and in pressing need of money. Or, perhaps the application of a young man is favorably considered because he is the support of his widowed mother and he must have employment. This certainly exhibits a very humane spirit but it is a very dangerous and pernicious policy. The teacher is for the school, not the school for the teacher. The pecuniary necessities of a teacher is an utterly insignificant condition compared with the physical, the mental and the moral welfare of many children.

In conclusion let me say that there is much that is amiss in our school affairs. There are many reforms needed. There is much work to be done. This is not the work of the superintendendent and teacher alone. But it is the work of every patron and friend of the public school as well.

Encourage and stimulate teacher and pupils by visiting the school; make yourself acquainted with the needs of the school; attend school meeting to see that these wants are provided for; elect your most interested, competent and progressive citizens to positions on the school board; demand of the town treasurer that he perform his legal and moral duty to these schools by withholding money for library purposes; and so by united, persistent and well directed effort may we lay our hands upon this common school, the school of the masses, this safeguard of society, this stronghold of the nation, and raise it to a higher and broader plane of usefulness than it has ever occupied.

E. C. Wiswall.

PRAIRIE DU SAC.

WAY NOTES OF A WINTER HOLIDAY.—III.

Let one who has been spending some hours in Royal street and its vicinity, and who wants to realize fully the contrast between Creole and American New Orleans, go to the fine statue of Henry Clay, which stands in Canal street at the head of Royal, and take the St. Charles

Avenue street car for Carrolton. After riding a few moments he finds himself at the so-called Lee circle, a small circular park in the center of which rises a granite shaft bearing upon its summit the bronze statue of Gen. Robert E. Lee. From this point St. Charles Avenue is almost an ideal residence street. Your street car pursues its way down the park in the center of the avenue, under the shade of the trees, while on either hand are fine residences and beautiful yards, where roses are blossoming on New Year's day, and where magnolia, orange, palm and banana trees keep before you the luxuriance of the tropics. Everywhere the typical southern architecture prevails, spacious frame houses with double balconies supported by tall Grecian columns. For the most part they are white with green blinds, and despite the glare the effect is charming. They are simple, homelike, and restful; and we feel this all the more strongly because here and there the modern craze has thrust in a patched and piebald Queen Anne pile. Some three miles out we pass on the left a fine large brick edifice, over the gate to which is inscribed New Orleans University, an institution under the control of the Methodist church, devoted to the education of the colored people. A little farther on we pass on the right Leland University, also for them but owned and managed by the Baptists. Straight University, the Congregational institution under the direction of the American Missionary Association, is located on the upper part of Canal street. We pursue our way to the terminus of the street railway to have a view of the levees constructed for the protection of the city against the overflow of the Mississippi. Of the extent of these works one can gain only a feeble impression without taking a steamer up or down the river and following them. But we climb a steep embankment sixteen or eighteen feet high, from the broad top of which we gain a view of the yellow expanse of the river. Here from the level of the bank a large platform has been constructed, provided with seats under the shade of overhanging trees, and with a stand for the band which supplies music for the dancers. Already the sun is sinking across the waters. The soft notes of a horn are borne to us over the rolling tide, and we descry a dim spec in the distance, which floats nearer and nearer as the notes grow louder, and at length three Africans land from the skiff at point a little lower down. This is the only sign of life to disturb the solitude of the scene; but the great city lies just behind.

The race problem forces itself upon the attention of a northern visitor, and two aspects of it are of especial interest. The first is the efforts making for the elevation of the negro race, to which the institutions above named are dedicated. We were especially interested in our visit to Leland and Straight universities. They represent an earnest effort made by the Christian people of the north to lend a helping hand to the freedmen. Whatever criticisms one may have as to the details of the work he surely can have only admiration for the spirit which has prompted it, and he cannot fail to recognize the value of what is done. Southern society holds itself aloof from these enterprises and those engaged in them. The reasons are probably many—a disbelief in the success of the efforts, a profound feeling that the negro race is inferior and should be kept in its proper place, a little resentment of what seems to them an officious meddling with their own affairs by outsiders, a suspicion of ulterior political motives, these and other causes make them to feel, as one expressed it, "We do not care to know about such enterprises." It is quite certain that under the same circumstances a great many northern people would feel and act in the same way. Both these institutions have fine properties, and an attendance at each of about two hundred young people. We cannot help a feeling of surprise at the manner in which the problem of helping the race is approached in them, and of regret that routine imitation rather than thoughtful study of the conditions should have determined their plans. A semi-barbarous people in the United States are to be helped to higher living, and the Greek language and literature is selected as the aptest instrument for the work; boys and girls whose fathers were born on the Congo and the Niger are prepared to get on in Louisiana by studying Latin grammar and reading Horace. These things surely are the result of routine and imitation rather than of reflection. Of course very few of the pupils are in the higher classes, and the name university is in so far a misnomer for the institutions, but the greatest misfortune of it is that it has begotten and fosters this false ideal of the kind of work which needs to be done. We inquired regarding manual training and found that there is very little provision for it. There is a printing press at each institution and a small paper is issued, the work on which is done by the students; there is also some provision for wood-working, especially at Straight, although it seemed hap-hazard and not business-like. In neither is anything done to teach the girls to cook, and little

to prepare them for housekeeping. The manual training appeared to be a means of getting necessary work done rather than a means of education. As it was vacation time we had no opportunity to see class work. From conversation with the teachers we gained some general information. Perhaps two thirds of those in attendance have some white blood, but the teachers are not prepared to say that the full-blooded negro appears in any way inferior in ability. They are all characterized by docility and lack of inventiveness. They await orders, and are slow to take recommendations, needing the word of command and asking for it in place of suggestions. Even in their amusements they depend upon others to originate and organize plans, and hardly ever introduce even variations from what is given them. The entire absence of mischief and pranks is perhaps due to this lack of inventiveness. That they are generally light-hearted and easy-going is well known, and when reproved for lapsing into carelessness, they plead repeatedly "there is too much nigger in me." Does the school training abide with them after they leave the institution? we inquire. Those who complete a full course rarely back-slide; but they must live among their own people, and when to natural tendencies are added the constant pressure of unfavorable surroundings it is not surprising that a good many of them lose ground. They are in great demand as teachers, and it is thus especially that they contribute to the elevation of their race. In fact one who looks at the problem face to face is compelled to recognize that the elevation of a whole race is necessarily a slow work, and one not possible of accomplishment in two or three generations.

This fact renders more significant the other aspect of the race problem. The difference of color makes it forever impossible to obliterate the race distinction. It is always present to the sight, and the consciousness that it is ineradicable binds each race more firmly together in distrust and suspicion of the other. It enters as a disturbing element into all troubles and differences that arise. If a white official arrests a negro the race difference leads to suspicious mis-interpretations. A southern gentleman says: "I believe in the protective tariff, but I must vote the white man's ticket at whatever cost" —the race question again. The struggle of laborers for increased wages, or of employers against the demands of their hands, becomes a race struggle. Thus the race problem is everywhere present, and no man can foresee how it is to be solved. Doubtless the education of the negro would remove

some of the worst dangers involved in it, but that, as we have seen, is necessarily a slow process; and after all it cannot make the negro's skin white. But, meanwhile, there is reason in the Southerner's affirmation, "We cannot let the negro rule! We tried that in carpet-bag times, and we know that it means the ruin of all our interests, commercial and social." It would be, in fact, the rule of ignorance and credulity, how deep and significant the visitor to New Orleans has many reminders. On the Creole side of Canal street, and four or five blocks up Rampart from Canal, is a place called Congo Square. It is now an open park with white shell walks running between patches of green turf and shaded by oak and sycamore trees. Two and three story buildings surround it on every side, and it is a pleasant place to rest, sitting on the benches in the shade. But as you sit let the associations of the spot gather around you, and you will feel the deep meaning of its name. Not very long ago, in colonial times, the booming of long African drums at nightfall used to bring together in this spot a strange company of wild, half naked field hands, Senegalese, Mandingoes, Foulahs, Nagoes, Awassas, —one cannot tell how many different tribes of black Africans were represented. At length those astride the long drums beat them with redoubled violence, the gourd rattles filled with pebbles were fiercely shaken, the jew's-harps were twanged, the banjos were thrumped, and with the wild piercing cry of the singers the bamboula dance began. The excitement mounted higher and higher; there were shriekings and frantic leapings, and black eyes gleamed hideous fires, while the sweat streamed down over bronze faces and limbs. One after another the dancers fell and were dragged out from the throng with their mouths dripping with foam. It was a weird, wild scene from the jungles of Africa; but it dies hard, and police vigilance is still required to prevent the repetition of the voodoo dances in secluded places. The race is musical and emotional, and savage instincts will disappear only after many generations. Their usual life is of the happy-go-lucky kind; they dance on the sidewalks when the hand organ strikes up; they throw out their earnings with heedless haste; they are irresponsible as children; and all this is true of the race notwithstanding the many noteworthy exceptions.

Business New Orleans will claim no little of the visitor's attention. He will repeatedly visit the quays, peer into the huge warehouses filled with sugar and molasses, and others filled with rice; he will watch the

loading and unloading of cotton, with huge bales of which the quays are always crowded. The cotton business is of course the chief, as this is one of the greatest cotton markets in the world. On Gravier street is the cotton exchange, an elegant stone building, from the roof of which is obtained the finest general view of the city and its surroundings. The exchange is elegantly fitted up and is a busy scene during the hours of traffic. The cotton is bought and sold by samples, and the history of each bale from the time it leaves the plantation to that of its delivery in one of the manufacturing establishments of England or Germany is carefully kept by the broker. He has all the samples, stored and marked, in his sample rooms. The grading of cotton is very close, so that only an expert can detect the differences upon which a difference of price is based. The cotton comes from the plantations in bales four or five feet thick. These seem very compact and solid, but before shipment to other parts they are taken to a cotton press which reduces them to one quarter the thickness with such rapidity that three a minute are compressed and bound. Thirty-eight thousand bales were shipped from New Orleans in a single day this winter.

Two blocks from the cotton exchange is the St. Charles hotel, which was for so many years the gathering place of southern politicians. It has a massive Grecian front, and one is disposed to question whether it is a theatre or a college. Here many of the plans were laid which led up to the great rebellion, and here after the capture of the city, Gen. Butler was refused admission by Hildreth, the manager. Excitement ran high and the crowd was ready for violence, when the troops appeared upon the scene and settled the controversy by making the hotel the General's headquarters. The traveler wishes to visit also the United States custom house, and the mint, some of the elegant club houses, the theatres, and so on, all of which have points of interest. Three or four blocks from the St. Charles is Tulane University, formerly the State University of Louisiana, a group of three massive stone buildings in Grecian architecture. The university has excellent museums, library, art gallery, etc. The business spirit of the city as yet prevails over the desire for culture, and the university mourns that so many promising lads who are finishing their work in the preparatory school are withdrawn to enter counting rooms. One should, further, visit the cemeteries which are unique in kind, the West End which is a summer resort on lake Pontchartrain, and the Spanish Fort, also on the lake.

The street nomenclature of the city deserves brief mention. The older streets, Bourbon, Orleans, Dauphine, Burgundy, and so on, reflect the traditions of the founders. Others, as Rampart, Esplanades, Canal, Barracks, were named from the use formerly made of the ground where they now run. At the time of the French revolution a passion for classical names sprang up and gave rise to such designations as Clio, Nyades, Elysian Fields, Euphrosine, Dryades, with hosts of others which mingle strangely with St. Anthony, St. Bernard, St. Francis, St. Mary, and a multitude more of Saints and Apostles. During the wars of Napoleon the names of his generals were scattered freely over the upper portion of the city; and upon all these have been grafted the plain Saxon designations familiar to us. The French and classical names have undergone some strange metamorphoses by the spread of the English language, so that the ear now hardly detects what the original name was. Of this one example shall suffice, and with it we shall take leave of this most interesting of our southern cities. One of the squares is named Colisseum Place, and the current pronunciation gives it like collision with m for its final letter.

J. W. Stearns.

MADISON, WIS.

OFFICIAL DEPARTMENT.

THE SOUTH WESTERN WISCONSIN TEACHERS' ASSOCIATION.

The first meeting of the South Western Wisconsin Teachers' Association convened in Hurd's Hall, Boscobel, Feb. 21, 1890, at 10 o'clock A. M., and was called to order by Prof. C. R. Showalter of Lancaster.

On temporary organization, the following officers were chosen: C. R. Showalter, Lancaster, Chairman; S. W. Burns, Richland Centre, Secy.; E. R. Johnson, Boscobel, Treas.

On motion, the chair appointed the following *Committee on Constitution:* E. R. Johnson, Miss Fannie Kaltenbach, F. E. Dotv.

Moved and carried that a membership fee of 50c be charged and that the secretary open books to receive registry of members.

On motion chair appointed the following committee to confer with members as to time and place of next meeting: C. A. Harper, Miss Cora Dannenhaur, Geo. S. Parker, Miss Emma Bailey, C. E. Brown.

The duty of "working up" the interests of the association was imposed on this committee.

A recess was then taken, after which "The Social and Political Duties of the

Schoolmaster" were discussed by Principals Cabanis, Parker, Harper and Showalter, Supt. Burns, and Asst. Supt. W. D. Parker.

Association adjourned until 2 o'clock P. M.

Friday Afternoon Session.

Chair announced that in the absence of Prin. T. H. Haney, a general discussion of the question of "Reading" would be in order as second topic in the afternoon session.

Prin. E. R. Johnson then read a paper on "Pedagogy in the High School." (Published in this number of the JOURNAL.)

Mr. Doty suggested that Theory and Art might be taught in connection with other studies.

Prin. Cabanis thought the method was valuable, but that improper ideas of the work of common schools might thus be gained owing to difference in conditions and character of the work done.

Supt. Harper urged the necessity of actual teaching in order that the instruction in Pedagogy may be most effectual.

Prin. Parker spoke of the value of instruction in Theory and Art in analyzing and governing one's own processes of that. He favored practice work under supervision of competent teachers.

Asst. Supt. Parker emphasized the importance of the study as an aid to introspection. He spoke in favor of observation work by classes in Pedagogy, and suggested means whereby valid objections to such work on the part of patrons might be obviated.

An informal session of ten minutes intervened, and Miss Clark, of Boscobel, then led the discussion on Primary Reading. She spoke at some length of Mrs. Pollard's Synthetic Method of teaching reading, and thought excellent immediate results followed its use. Numerous members participated in subsequent discussion. Mr. Doty spoke of the relative importance of Reading as compared with other branches in the course and cited some defects in our present methods of doing *advanced* work in that branch. "Read *well* a *few* things" is his motto. The general discussion was participated in by Miss Sylvester, E. R. Johnson, Asst. Supt. Parker and others.

Dr. Stearns expressed it as his opinion that the chief object in teaching Reading is to enable the pupil to get thought from books; that the most potent test of his ability is in reproduction. When the pupil knows he must reproduce what he reads, his attitude toward his work totally changes and he exerts himself to make the thought his own. The power thus acquired is of great value to him.

On motion chair appointed the following Committee on Nominations: J. W. Burns, Miss Clark, H. A. Kinney.

Supt. Harper made an announcement concerning the National Association at St. Paul. Adjourned until 7:30 P. M.

The Evening Session consisted of music, an address of welcome to teach-

ers and others assembled by Mayor Armstrong, and a response on behalf of the Association by Chairman Showalter. This was followed by an address by Dr. J. W. Stearns on "The Training of a Thinker." After the conclusion of the address, the members and their friends indulged in a social meeting.

Saturday Morning Session.

Completing the permanent organization was the special order, and on assembling the Committee on Constitution submitted its report, which was frequently amended and adopted article by article. The secretary and treasurer were instructed to procure printed copies of the constitution as soon as practicable and send a copy to each member of the Association.

The Committee on Nominations reported the following named persons for officers of the Association in permanent organization: Pres., C. R. Showalter, Lancaster; Vice-Pres., Geo. S. Parker, Monroe; Secy., Miss Carrie Sylvester, Boscobel; Treas., F. E. Doty, Madison. Executive Committee: E. R. Johnson, Boscobel and T. H. Haney, Richland Centre. R. R. Secy., A. O. Wright, Madison.

The secretary was instructed to cast the ballot for the officers named in a body. Committee on Time and Place of next meeting reported Aug. 27 and 28, 1890, as the time, and Madison as the place of next meeting. The report was adopted.

The permanent organization being completed, the order of exercises as outlined in the program was resumed, and Prof. E. A. Birge, of Madison, was introduced and addressed the Association on "The Microscope." He sketched its history, referring to the rude contrivances that have led up to the present perfected scientific instrument. In comparing the microscope with the telescope he regarded the one as a triumph of *intellectual* skill, while the other is rather a triumph in handicraft or *mechanical* skill. The former has a much wider range of application than the latter, not only revealing vastly more facts but those of a higher quality as well. It may justly be denominated "The King of Scientific Instruments." Our notions of physiological functions are largely dependent upon its revelations, and the science of Biology is made possible only by its aid. Investigations in Embryology are conducted through its instrumentality, and fundamental ideas of Geology likewise are gained. The germ theory of disease, as based upon evidence which the microscope furnishes, has revolutionized the treatment and prevention of disease and given rise to our present systems of sanitation. The value of investigation in the natural sciences was shown. The physical training afforded by the delicate manipulations of the instruments is not unimportant, while the intellectual training received is analogous to that given in learning the skillful use of a dictionary.

Aside from the use of the microscope as an instrument of investigation, its value as an accessory appliance was shown. It aids in verifying statements of text-books and makes knowledge real. A glimpse of a world which the pupil

cannot enter is afforded him and he realizes something of the extent of the several fields of science.

C. L. Harper, Miss Agnes Loftus, and Miss Frankie Bryan were appointed Committee on Resolutions. Adjourned until 1:15 P. M.

Afternoon Session.

The chair announced the following Committee on Finance: C. E. Brown, C. L. Harper, J. W. Burns.

The secretary was instructed to draw orders in payment of expenses incurred by the Association.

The first paper was presented by Miss Charlotte E. Richmond, of Madison, who discussed the question of "Private Schools." The causes which tend to produce private schools were brought into view. Overcrowding in our public schools and the consequent dwarfing of pupils' minds and characters were touched upon. In the public school, the interests of the individual are sacrificed for those of the class. Special stress was placed upon moral training, and the difficulties in securing it in the public school is one cause that produces the private school. The old-fashioned tutor-schools were commended as being favorable to the influence of the teacher's personality.

Prin. J. A. Williams commended the paper, but pointed out the destruction of the public school system in the success of the private school. He repudiated the idea that the public school is a fostering place of vice.

Prin. Parker condemned the overcrowding in our public schools. He admitted that evils exist in our system and welcomed the contest with the private school. The public school is the pioneer in the process of educational evolution. He likened the private school to a hot-house where the tender plant is shielded from all adverse conditions until suddenly it is removed from it sheltered nook and the danger then incurred is great.

Supt. Harper thought there is necessarily no antagonism between the private and the public school; that each answers a specific purpose and they are mutually supplementary; one can not be instituted for the other. He objected to the charge that the public school is a hot-bed of immorality.

Supt. Gillett thought the objection of immorality urged against the public schools not well taken. The private school receives better "raw material" than the public school.

After a vocal duet, Prin. T. H. Haney, of Richland Centre, read a paper on "System in Self-Culture." Incidental mental work can not develop strong minds; the individual must be under constant drill to make the most of himself, he must be his own diploma. We live in our newest thoughts, and the old are as dead things. We have more than an intellectual life, but intellectual education must continue through life. Private effort, while inferior to a good school course, is vastly better than none. Man is possessed of a complex nature and, hence, demands a variety of training; our object as teachers should be to make symmetrical minds, even though pruning may be necessary at times.

Intellectual exercise renders life more satisfactory, pleasant and useful, The speaker believed that every person should do some systematic mental work. He spoke in favor of the public school and thought the remedy for existing evils was not in the annihilation of the system.

Suggestions as to how private effort may be systematized were offered. Reading circles and non-resident courses offered by several leading colleges were enumerated among the most prominent aids in self-culture. One of the aims of culture is to beget conversational ability. The speaker closed by a quotation from Dr. Chapin.

Mr. A. O. Wright, of Madison, then led the discussion of the Bennett Law. The present law was compared with previous laws on the subject of compulsory education, and duties of parents, guardians, and school officers were pointed out. The Bennett Law is not designed to injure any sort of school; but, on the contrary, it is designed *to aid all schools*. Particular stress was laid upon the necessity and importance of instruction in English. The child must learn it to have a fair chance in the struggle for life in our state as well as to become a good citizen. The fact that many teachers in our public schools can not speak English was referred to, but the speaker thought that condition not as common as formerly. The history of the Bennett Law was reviewed and teachers were exhorted to stand by the measure even though it get into politics. In localities where the law is most needed it will be least enforced, but the public discussion of the law will eventually lead up to a higher educational sentiment. The feature pertaining to truants was regarded as one of the most important features of the law and its enforcement was strongly advocated. Our criminals and paupers come from the gangs of truants who infest public places. It is vastly better to prevent crime than to punish it.

After passing appropriate resolutions thanking the people of Boscobel for their hospitality and kindness shown to the Association, to the railroads for courtesies extended, and to C. E. Brown for the elegant programs presented, the meeting adjourned to meet at Madison, Aug. 27 and 28, 1890.

J. W. Burns, Secretary.

EDITORIAL.

SOMETHING to think about—how many elementary teachers know that that is what the children who meet them every day most long for and most need. Consider how large a part of the work which they are put through every day is mere drill, necessary reiteration doubtless and essential to the foundation of a basis for further growth, but in itself purely formal, sapless, uninteresting. That reading lesson—it meant only drill upon word forms; the number lesson kept them busy, but gave them nothing to turn over in mind and be nourished by; that spelling lesson, that language lesson, that writing lesson—they all have much formal value, but little matter to live by and enjoy. Now reflect on the

eagerness of children for stories, and their fondness for hearing the same ones over and over again until they have mastered every detail; on the questions about objects and occurrences around them with which they overwhelm you; on the eagerness with which in their play they put in shape and seek to realize in action the ideas they are spontaneously gathering; and then ask yourself if there is not something unnatural in school training which so completely ignores the manifest demands of nature, and insists on giving only what is formal and not wanted. Would it not be a valuable rule for every elementary teacher to see to it that her pupils every day get something fresh and interesting to them, something which will enter into their real present life; something in short, to think about as children can and do think. There is time for it, and provision for it in well ordered schools. The nature lesson, the language lesson, reading to children, talks before and in school about matters which they ought and want to think about, these are designed to meet the want indicated, and if they do not it is because the teachers do not see how to use them. The formal training is necessary but it ought not to constitute the whole of school life. Seek to make this contribute to the active, emotional, thought life of the pupil out of school. You will be surprised to find how valuable such work is in toning up your school, in shedding a new and glorious light over all its routine, in smoothing over difficulties, in relieving your own toil and vivifying your own soul. Feed the lambs. Give them something every day which they can take up into their minds and let their consciousness play about it. Let the school daily make their lives broader and richer.

SOME omissions and discrepancies in our school laws ought to be remedied at the next session of the State Legislature. We cannot think it due to any cause except oversight that the History of the United States is not among the branches required to be taught in district schools. (Sec. 447.) We find there included the constitution of the United States and that of Wisconsin, but no mention is made of history. Now history is if possible more essential than the constitutions, because the latter cannot be properly understood without it, and any right teaching of history would necessarily give some outline of civil government. Moreover, it may be successfully taught to children not mature enough to deal profitably with the generalizations of the fundamental law. Admirable text-books for teaching this subject to very young children have recently appeared, and ought to find their way into the district schools. We have been having also a revival of interest in the teaching of patriotism to children, and to this end have provided by legislation for placing the American flag in our school-rooms. The flag is a symbol; by all means let it be accompanied by its proper interpretation, which is a knowledge of the history of the nation it symbolizes. Teachers, we believe, are ready for a general movement to make our young people better acquainted with the past of their country. Public sentiment is ready for it. The addition of this branch to those now required by

statute will give an impulse to a movement for which we are prepared and which sound judgment demands.

DISCREPANCIES in the law are strikingly apparrent in the requirements for teachers' certificates. Physiology, for example, is enumerated in Section 450 as an additional branch required of candidates for a second grade certificate, but several years ago the statute providing for temperance instruction made it essential for a third grade certificate. Beside the physiology three other additional branches are specified in the law for second grade certificates, grammatical analysis, physical geography and elementary algebra. The first of these is out of all relation to present views as to grammatical instruction. There ought to be no separate branch called grammatical analysis. What, pray, is instruction in grammar but instruction in grammatical analysis? Does it mean parroting a grammar text? If so it is time that the law ceased to recognize such an absurdity. Grammar is nothing without grammatical analysis, and grammatical analysis is nothing but applied grammar; it is no separate branch, and ought not to figure as such in the statute. We have left then, as additional requirements for the higher grade, only physical geography and elementary algebra. Let us now bring this into relation with the courses of study in our public schools. In the new Circular on the Free High Schools of Wisconsin issued by the State Superintendent three separate courses are recommended, and they correspond fairly with the courses at present in use. In them all elementary algebra is completed in the second year of the high school. It seems therefore fair to assume that a second grade certificate is designed to call for preparation up to this point in the course; and this corresponds very well with the legislation which makes a countersigned high school diploma equivalent to a first grade county certificate. Now two of these courses call for elementary botany during the second year, and it would therefore be rational and proper to add this in place of physiology as a requirement for a second grade certificate. It is a considerable advantage to the high schools to have these requirements correspond pretty closely to their courses, since it tends to make pupils desire to follow the course. Besides, botany is not now enumerated for first grade certificates, although found in all high school courses, and although physics is required, which uniformly comes in the last year of the courses. With three additional branches and a higher ranking in all the work the second grade seems to be sufficiently distinguished from the lower. Perhaps the time has come also when it is wise to cut off all licensing of persons who cannot secure a third grade certificate. Our high schools are now numerous, and are doing very creditable work. They can and do supply teachers for the better district schools. One problem before us seems to be to devise some plan of gradation of the district schools by means of which the better ones shall uniformly seek teachers with the higher grades of certificates.

HIGH school teachers are not infrequently confronted with the fact that a certain proportion of their pupils cannot read. We do not mean that such pupils

cannot call the words in their text-books with a fair degree of readiness, but that they lack the power while calling them to make the corresponding combinations of ideas in their own minds. The effort of translating the word symbols into their appropriate sounds is still difficult, so difficult as to leave insufficient mental energy to deal with the thought expressed. Evidence of this defect is found when the pupil who has just read a sentence aloud has to pause and run over it again in order to gather the idea. It is found when the reading is slow and expressionless, depending evidently upon the punctuation marks for pauses and inflections. This difficulty in reading is very often the reason why the pupil does not prepare his lesson properly. He gets false and imperfect notions from his text because the difficulty in reading prevents his dealing really and freely with the notions expressed. Faulty teaching is usually the cause of his defect. He has read as an exercise too much, and to get something too little. True reading is getting something: and it is truest when the something got is precisely the thing said in the book. Elementary teachers need a more thorough apprehension of this fact, that they may devote more attention to ascertaining whether the pupils get properly and readily what they read. Many teachers who suppose that their pupils can read have discovered how much more readily they learn a lesson which is read to them in class, without recognizing what this shows regarding their power to read. Further, it is certain that those who read books for pleasure are also those who get their lessons most readily. This suggests a natural remedy for the defect where it exists. Find a book which the pupil can read easily and in the matter of which he is sure to feel an interest. When he has read that he will be a new creature. He will have discovered what reading is, and that discovery will be for him the beginning of right processes of study. He will read to get as soon as he has found by experience that that, and not word mongering, is what brings the reward.

OUR DRAWER.

THE STANDARD OF TEMPERANCE INSTRUCTION.

EDITOR WISCONSIN JOURNAL OF EDUCATION: Will you kindly permit me to correct a statement appearing in the December number of your Journal, page 505, and again in the February number, page 70, relative to the revision of the text-books on Temperance Physiology, and also to answer your question, How was the standard to which these books have been revised established? In your December editorial you refer to "The great publishing houses which have been brought, by what motives you do not know, to submit their text-books in physiology to the revision of Mrs. Hunt and her committee," and farther on state that the book which the W. C. T. U. urged the Wisconsin State Board of Health to reccommend, but which they did not include in their rec-

commended list, has been, as you understand the case "the standard, to which the others have since been revised." In your February number you state, more emphatically, that Mrs. Hunt "claims to have revised them" (the books in question) "to conform with the teachings of a set of books" urged upon the State Board of Health but rejected by them. Judging from your expression of spmpathy with this movement of temperance instruction in the schools I conclude you will be glad to know that your informant in this matter was entirely mistaken.

The "Standard" to which these books have been revised was not the book rejected by the Wisconsin State Board of Health,—a book by the way that was adopted by the National Government after a critical examination by some of the most eminent medical and physiological experts in the country,—but a series of specifications collected from various authentic sources, including the resolutions, and endorsed by a larger number of eminent scientists, educators and specialists than have probably ever united in endorsing any one document on any scientific subject. These facts were so familiar to the constituency to whom the report at Chicago was given that the necessity for recapitulation of them could scarcely have occurred to Mrs. Hunt. The "Standard" had been adopted by the convention at Nashville in 1887, published in the Department Report of that year and since been widely circulated in leaflet form and through the press of the country, without, so far as I am aware, the accuracy of its statements ever having been challenged.

The following is a copy of this Standard for Temperance Text-books:

1st.—They must teach with no uncertain sound the proven findings of science, viz.: *a.* That alcohol is a dangerous and seductive poison. *b.* That beer, wine, and cider contain this same alcohol, thus making them dangerous drinks, to be avoided, and that they are the product of a fermentation that changes a food to a poison. *c.* That it is the nature of a little of any liquor containing alchohol to create an appetite for more, which is so apt to become uncontrollable that the strongest warning should be urged against taking that little and thus *forming* the appetite.

2d.—They must teach also the effect of these upon "the human system," that is, upon the whole being—mental, moral, and physical. The appalling effects of drinking habits upon the citizenship of the nation, the degradation and crime resulting, demand that instruction here should give clear and emphatic utterance to the solemn warnings of science on this subject.

3d.—This instruction must be as well graded to the capacities of each class of pupils as the modern school readers are. A book fit for high schools put into primary or intermediate classes will make the study a failure there. Truth is just as true and as scientific when told in easy words as when put into stilted technicalities the child cannot understand.

4th.—This is not a physiological but a temperance movement. In all grades below the high school this instruction should contain only physiology enough to make the hygiene of temperence and other laws of health intelligible. Temperance should be the chief and not the subordinate topic, and should occupy at least one fourth the space in the text-books for these grades. As only a small portion of the pupils in our public schools attend high schools, and vast numbers leave with the primary, this instruction should be early and ample. It is not desirable to have a separate book for the phisiology heretofore studied in the high school or to limit the amount, but at least twenty pages out of that

ordinarily required should be given to the question of the danger of alcoholic drinks and other narcotics, in a text-book for these classes.

5th.—This effort to disabuse the minds of the rising generation of the fallacies which lead to drink habits should purposely avoid reference to the medical use of alcohol, except to state that as by common consent its lay prescription is condemned, the question of its use as a remedy may properly be relegated to medical treatises, as out of place and misleading in a school text-book.

Lacking in any of these points, a text-book on scientific temperance is incomplete, and the use in the schools of such a book will not result in a strong temperance sentiment among the pupils using it.

This "Standard" also constituted the "motive" which led the great publishing houses to submit their books to revision. It was sent to them three years ago in the form of a petition asking them to have their books revised to meet its requirements. This petition was signed by over two hundred leading American citizens among whom were the following: P. W. Llewellen, M. D., President of the Iowa State Board of Health; Joseph F. Kennedy, M. D., of the Iowa State Board of Health; Wilmot H. Dickenson, M. D.; Henry M. Clark, M. D.; Ephriam M. Reynolds, M. D.; S. R. Olney, M. D., and other members of the Iowa State Board of Health. Samuel W. Abbot, M. D., Secretary of the Massachusetts State Board of Health; Benjamin Lee, M. D.; David Engleman, M. D.; Pemberton Dudley, M. D.; George G. Groff, M. D., and Joseph Edwards, M. D., all members of the Pennsylvania State Board of Health. A very much larger list of members of State Boards of Health could easily have been secured had any special effort been made to obtain them. No member of such a Board who was asked to sign the petition refused to do so.

This petition asking the publishers to have their books revised to this Standard, which was printed in full in the petition head, was also signed by the late Hon. E. E. Higbee, State Supt. of Public Instruction in Pennsylvania, by Hon. John M. Akers, State Supt. of Public Instruction in Iowa, by A. A. Miner, D. D., Chairman of the Massachusetts State Board of Education, by William F. Warren, D. D., LL. D., President of Boston University, and by no less than fourteen college presidents including Dr. Seelye, of Amherst, Dr. Fairchild of Oberlin and President Magoun of Grinnell College.

In addition to these and other medical men, educators, and scientists the petition, embodying this Standard was signed by the editors of all the leading religious newspapers, by United States Senators, Congressmen, members of legislatures, governors of states, official representatives of various well known organizations and others whose autograph signatures may be seen at the headquarters of the Department of Scientific Temperance Instruction, Hyde Park, Mass., appended to the petition containing the "Standard" to which the temperance physiologies have been revised.

Moreover, among the authors of the physiologies who have cheerfully revised their own books to conform to this Standard are Roger S. Tracy, M. D., of the New York Board of Health and Prof. Newell Martin, M. D., M. A., F. R. S., and D. Sc., of Johns Hopkins University. It is absurd to suppose that

these gentlemen would have been willing to revise their books to a Standard which they considered unscientific.

I submit that your question as to How the Standard to which the Temperance Physiologies have been revised was established, is answered.

It was established in the first place by being derived from established sources.

It was established in the second place by receiving the endorsement of a much larger number of specialists in the subjects involved than would be considered necessary "to settle in a scientific manner" the reliability of any series of formulas in any department of sciences.

It is therefore doubly established. Very Respectfully, E. L. Benedict, Assistant in Department of Scientific Temperance Instruction.

Hyde Park, Mass.

[We are glad to publish this authoritative statement of the standard, and the support it has gained. We based our statement in the February number upon the following paragraph from Mrs. Hunt's report: "The surrender on the part of the publishers to the Great Petition (for revision according to the W. C. T. U. Standard) is due to Mrs. Hunt's persistent refusal to endorse weak, evasive and badly-graded books, that would have defeated the object of the study; * * and also to the success of her efforts, and that of others, to secure the adoption of the W. C. T. U. endorsed books (Pathfinder) in large fields, showing the publishers that there is a paying market for the same." Now the books adopted by the State Board of Health are all of the "weak, evasive and badly-graded books," while the Pathfinder books, which then alone represented the standard, were rejected. This is the fact to which we have sought to call attention. ED.]

MILWAUKEE LETTER.

ELECTION OF SUPERINTENDENT — THE READER EXCISIONS AGAIN.

The interest in school matters for the month preceding the last meeting of the School Board centered in the election of the Superintendent. Several candidates were in the field, and various guesses were made by newspaper correspondents and the friends of the respective candidates as to the outcome; but, although the canvass was spirited and the opposition vigorous, no serious shortcomings could be shown in Mr. Anderson's administration, and he was vindicated by a re-election, receiving 18 votes against a total of 16 for other candidates. The audience room was filled with teachers and principals who received the announcement with cheers. A point of order was raised on the ground that as the full Board consists of 36 members, 18 votes do not constitute a majority; but the President ruled that a majority of a quorum is all that is required. The *viva voce* vote to make the informal ballot formal was carried by 24 to 10, and Mr. Anderson was declared elected. Mr. H. O. R. Seifert was then nominated as Assistant Superintendent and the nomination unanimously confirmed. All who believe that it is not wise to "swap horses while crossing

a stream," and that a worthy man and an efficient superintendent should not be deposed for slight cause, feel that although he had a "close call" Supt. Anderson may justly be proud of his victory in view of the opposition which he faced and vanquished.

At the same meeting, the report which had been called for relative to the proposed eliminations from the Readers was submitted, and in this also Supt. Anderson came out with flying colors; the report showed that a large majority of the principals, in response to questions asked in the Superintendent's circular, had recommended expurgations, and for reasons similar to those mentioned in the Superintendent's report for December. The question of veracity which had been raised by some members of the Board was thus clearly settled, and the whole history of the proposed pruning of the Readers (except the reasons for sending out the circular of inquiry respecting omissions) was made a matter of record. The answers made by the different principals are interesting reading. A few of them are unpleasantly suggestive of "machine" ideals; but the following summary of the report of one of the most prominent principals has the ring of that phase of modern pedagogy which sees in the teacher something more than a mere artisan working by rule of thumb:

W. J. Desmond thinks it would be unwise to eliminate any lesson contained in the series of readers. Teachers must be trusted to use discretion in putting in their work in teaching reading where it will be of most benefit to the pnpils.

Among the reasons for excision stated in different reports are: "A detached speech cannot be understood by pupils." "Too much work for time." "Bible lessons better be left for church and Sunday-school." "Too difficult, inappropriate and of little value." "Badly constructed sentences." "With few exceptions the poetry is of little value." "Because religious." "Very foolish." "Teaches a Protestant Christian religion." "Some of the temperance pieces untemperately exaggerated total abstinence literature." The same Principal naively magnifies the supervisor's office by adding: "Good work can be done with them in the hands of a conscientious, rightly directed teacher."

Whatever may have been the original purpose of the attack on the Readers, it has resulted in furnishing a considerable amount of ammunition for rival publishing houses to use against the series. *I. C.*

THOSE TWO PROBLEMS.

I.

In answer to the question which of the answers to the first is correct, it is plainly evident that the latter (one in Mar. No.) is the correct answer from a business point of view, as no strictly business man would pay any part of an indebtedness before it were due, unless he were allowed interest upon the amount paid, for the time it was paid before due. He would in preference, put the money out at interest until the debt became due. *J. D. R.*

II.

Solutions have been received from the following: A. B. A.; Eighth; F. W. M.; N. E. C.; J. G. S.; W. F. T.; W. C. J.; J. D. R.; M. E. C.; H. F. S.; W. A. J.; W. L. D.; E. E. B.; M. A. T.

The problem is: A man bought a farm for $6,000, and agreed to pay principal and interest in three equal annual installments. What was the annual payment, interest being 6 per cent.? We give four typical solutions:

1.—By computing the compound interest on $6,000 for 3 years we obtain $7146.096. The value of each payment of $1 would be as follows: First payment 1.1236, second payment 1.06, and the third payment $1, total value of the 3 $1 payments, $3.1836. Hence by dividing 7146.096 by 3.1836 we obtain $2244.66, answer. *W. C. Jenkins.*

2.—The $6,000 is the present worth of the three equal annual installments, at one, two, and three years respectively. Present worth of $1.00 for 1 year at 6 per cent., .943396. Present worth of $1.00 for 2 years at 6 per cent. compounded, .889996. Present worth of $1.00 for 3 years at 6 per cent. compounded, .839610. Sum of three amounts of present worth, 2.673002. $6,000 ÷ 2.673 = $2244.66. Ans. *Mary E. Covey.*

3.—The question is one in progression, therefore I give the statement only: $\frac{(1.06 - 1) \times \$6,000}{(1.06)^3 - 1} = \$1,884.66$ = that amount which is paid of the principal, but since he also must pay the interest on $6,000 the first year, it must be added to the $1884.66, or $1884.66 + (6 per cent. of $6,000) = $2244.66. *A. B. A.*

4.—$6,000 × .06 = $360, interest for 1 year. $.191016 is the compound interest on $1.00 for 1 year. $360 ÷ .191016 = $1884.658. $1884.658 + $360 = $2244.658 + the annual payment. *F. W. Meisnest.*

OTHER PROBLEMS.

Will some reader of the JOURNAL please solve this problem without using an Algebraic formula:

I. A and B agree to reap a field for $90. A could do the work in 9 days, so they agreed to complete the job in 5 days, but finding themselves unable to do so, they hired C the last two days, in consequence of which B received $3¾ less than he would have done had A and B worked alone until the job was completed. Required time it would take B and C each to do the work.

It should be understood that A could do the work in 9 days and is paid accordingly, but that B could not do as much as he supposed and on account of this alone they are obliged to hire C. *J. S.*

II. In a county of this state, a note for $1,000 was given, bearing interest at the rate of 6 per cent. per annum, payable annually in advance. The note was to run for a term of years, and I understand that the maker had the privilege of making payments upon it at the beginning of any year in excess of the

interest then due. At the beginning of the second year, the maker made a payment of $200. How much of this sum should be applied as interest and how much as principal?

TRAINING THE IMAGINATION.

At the Institute of two days held here lately—by Prof. Gillan—some interesting exercises in developing imagination in pupils of middle and upper forms were given. I think these need not be omitted from primary work. I believe the imagination is at its freshest in childhood and may be properly drawn upon even with the six and seven-year-olds who mostly form my class.

For example, we had been learning a song which pleased the children very much and which in one stanza named lilies, roses, violets, pansies, and sweet peas. On my solid slate board with colored crayon I drew these flowers in a leisurely way, adding a little at a time without giving any hint of their intention. By the time I reached the violets little faces began to turn toward the the picture with looks of satisfaction every time the song was sung, and before all the violets were done a boy (who sits at my table as a safeguard from temptation,) said to me—"Nearly all the flowers are there now." This was before the Institute. Since then I have illustrated the song "Twenty froggies" in the same way, to the great delight of my class. I shall next try "Three mice went into a barn to spin."

I think from this they are beginning to form mental pictures of the actions and subjects of their songs and stories. When they gain more control of the hand I think they will use the same way of showing by sketches the ideas brought to mind by their reading.

I am sorry that New Lisbon was included in the list of institutes in which "a lack of responsiveness" was noticed. The work of Mr. Gillan was highly appreciated by all the teachers whose opinions I have heard, and also that of those who helped somewhat in the absence of Mr. Harvey.

Mary E. Covey.

NEW LISBON, WIS.

ITEMS FROM THE DRAWER.

—A correspondent writes: "I cannot refrain from thanking you for making the JOURNAL what it is. In broadening my views, and furnishing me nobler ideals of education. I know of no paper that has done—and in my opinion there is none that could do—me so much good as your invaluable JOURNAL."

W. F. T.

—Will you please publish, in the next issue of the JOURNAL, an explanation of the term "Surrendered with the honors of war." Were such troops held as prisoners of war until exchanged? Are the conditions of such surrenders always the same?

The phrase is used to designate special privileges granted by the victors to the

vanquished in consequence of some merit seen in them. Usually these are the removal of some of the humiliations naturally attendant upon surrender. In some cases, the garrison is allowed to march out with all its arms and its colors flying; at other times the conquered force will only be permitted to advance silently to the front of their works, there to ground or pile arms, and then, facing about, to return to their lines as prisoners of war. Or the capitulation will provide that the garrison shall deposit their arms and war-like stores at some specified spot, and then march on to their own territory on parole not to serve against the victors during the war or until exchanged. What the honors granted are is determined by the terms of capitulation, and these vary greatly.

FOREIGN NEWS ITEMS.

ENGLAND. The following table proves progress in the diffusion of elementary education, by indicating, the percentage of persons in England and Wales who signed by mark in the marriage register during each year specified:

1843, 32.7 males, 49.0 females; 1853, 30.4 males, 43.9 females; 1863, 23.8 males, 33.1 females; 1873, 18.8 males, 25.4 females; 1883, 12.6 males, 15.5 females; 1886, 9.6 males, 11.5 females.

In London alone the proportion of men who signed with marks in 1886 was 5.2 per cent., and of women 7 per cent.

WUERTEMBERG (Germany). The official report of the minister of education in this kingdom, states the number of pupils in elementary schools in 1888 to have been 231,958. The total number of teachers was 3154, of which 773 had salaries ranging between 900 and 1000 marks, 773 had salaries ranging between 1000 and 1100 marks, 267 had salaries ranging between 1100 and 1200, while only one had 2000 marks. (4 marks = $1.

PRUSSIA. In Bromberg (Province Posen) it has been decided to keep the schools open between 7 and 12 o'clock in summer, and between 8 and 1 o'clock in winter; in other words, to adopt the one session plan.

SAXONY (Grand Duchy). The Pestalozzi-Society has just completed its 37th year. During the last year it supported seventy-seven needy widows and orphans of teachers.

WUERTTEMBERG. Dr. K. Gerok, known as author of many juvenile books, died at Stuttgart recently, aged 75 years.

ITALY. According to the census of 1881, the average number of the population above six years of age who could not read nor write, was 61.94 per cent., the proportion being about the same for those above fifteen years. In Upper Italy it was 40.85 per cent., Middle Italy, 64.61 per cent., South Italy, 79.46 per cent., and on the islands 80.91 per cent. The smallest percentage of illiterates above six years was in Piedmont, 32.27, and the largest in Basilicata, 85.18. In 1871 the proportion of the population above six years who could neither read nor write was 68.77 per cent., hence in ten years an improvement of little over 7 per cent. — In 1885-6 Italy had seventeen state universities and four "free" universities. Both together had 952 professors and 14,817 students.

OUR BOOK TABLE.

ONE WOMAN'S RECORD.

GLIMPSES OF FIFTY YEARS—the Autobiography of an American Woman. By Frances E. Willard. Published by the Woman's Temperance Publication Association. 698 pp. Fifth edition., 50,000 copies.

If success is the justification of a book this one has secured it. It has other merits. The very familiarity of it, the fact that one quarter of it is devoted to sketching a life in all its details like that of thousands of American girls, and differing only in a higher purpose and stronger will from that of thousands of others gives it a power to inspire struggling souls which is of great value. Mrs. Willard is chiefly known as a teacher and a philanthropist. In the former capacity she began in a country school and quickly rose to be president of the Woman's College at Evanston, now part of the North Western University. The differences of view with the new president of the University, when Dr. Fowler succeeded Dr. Haven in that position, which led to her resignation of her post, made something of a stir at the time, and are narrated in a chapter which aims to be fair and leaves the reader quite in doubt as to the exact nature of the controversy and the real merits of the case. As a philanthropist Miss Willard has been identified with three movements quite characteristic of our times. The first and chief inspiring purpose of her life may be said to be the opening of a wider sphere in life for women, and she has certainly by her example and her influence done much to accomplish it. These words of advice given in the book to young women seeking advancement as writers will interest not a few of our readers: "The next best outlook (after journalism) is the teacher's desk. A majority of our most celebrated writers were teachers once. The life is intellectual, and, though one of routine is not most favorable to the freedom that a writer should enjoy, it conduces to surroundings that enhance, rather than deteriorate, the mental powers. But imagination, that angel of mind, is a shy spirit and breaks not readily to harness; while Pegasus in the tread-mill sawing up the fire-wood of necessity is the sorriest spectacle alive." While sorry for Pegasus in such conditions we are not at all sure that they are not the best for finding out whether the toiler is a Pegasus or not. But Miss Willard is more widely known for her work in the Woman's Christian Temperance Union, and in the White Cross League. It is this work, upon which she entered two years after leaving Evanston, which has given her a wide circle of acquaintances, has revealed clearly the strong elements of her character, and made the story of her life of wide interest. About half the book is devoted to this portion of her career, and this is the part which will most interest the readers for whom the volume is prepared, and which contains the most effective sketches. She has found her career, that larger world of work and influence for which she ardently longed. The motto of the volume is well chosen: "Nothing makes life dreary but lack of motive," and if we mistake not its

highest value to its readers will be in inspiring them with stronger and broader purposes.

—"OPEN SESAME," poetry and prose for school days. Edited by Blanche Wilder Bellamy and Maud Wilder Goodwin. (Ginn & Co.) There is no more pleasing and profitable way of training the memory than in giving it something worth remembering, and "Open Sesame" will prove a valuable book for such a purpose. Here we have not only a good selection from the more familiar poetry for children, but an unusual number of poems which are not generally found in collections for schools, some of these the treasures of our childhood, almost unknown to the children of to-day, like Mary Hewitt's "Fairies of the Caldon Low." The book is intended for children from four to twelve years of age, and is divided into "Poems of Sentiment and Story," "Poems of Nature," "Playtime," "Memory Rhymes," "Loyalty and Heroism," "Holidays and Holydays," "Fairy Folk and Fable," and "Nursery Rhymes." The illustrations from the old masters are a great relief from the ordinary school book pictures, and doubtless will improve the taste of many a child. The whole book is unusually pleasing in print, paper and binding, a worthy addition to any library for children.

— TWO GREAT TEACHERS — Roger Ascham and Thomas Arnold, with introductions by James H. Carlisle, (C. W. Bardeen, Syracuse, N. Y.; 252 pp.) contains Samuel Johnson's sketch of Roger Ascham, with extracts from "The Scholemaster;" and some chapters from Stanley's Life of Thomas Arnold. It is especially gratifying to have the first chapters of the latter work reissued in cheap form, so that they may be more generally accessible to teachers. The third chapter, devoted to school life at Rugby, which presents effectively the elements of Arnold's power as a schoolmaster, is given entire, and is an inspiring and valuable lesson in pedagogy. In addition to this the first two chapters of Stanley's work are presented with little abridgement, and selections from the fourth and final chapter, the whole constituting a complete view of Dr. Arnold as a schoolmaster.

—THE NEW ECLECTIC HISTORY OF THE UNITED STATES, by M. E. Thalheimer, (Van Antwerp, Bragg & Co., 437 pp.; $1.00.) is a thoroughly revised edition of a popular and useful text-book. The revision has sought not only to make connections and additions but to so far recast the text as to make it more easily comprehensible by young students, by using only familiar words and easy constructions. The book aims to sketch leading events with a few clear strokes and to avoid encumbering the memory with needless details. The notes, references to authorities, subjects for essays and questions for review will meet with favor from teachers, and the numerous maps and excellent illustrations make it one of the most attractive of text-books.

—THE PICTURESQUE GEOGRAPHICAL READERS, by Charles F. King. First Book: Home and School, (Lee & Shepard, Boston, 226 pp.; 60c.) embodies the methods for beginning this subject, of a distinguished geographical expert.

The book is a delightful child's reader. A simple story, interrupted now and then with bits of appropriate verse, is the thread on which the instruction is strung and the whole is sustained and illustrated with a profusion of beautiful and helpful pictures. Language lessons, dictation lessons, busy work, review questions are so skillfully interwoven as hardly to be thought of as tasks. The adaptation to child thought and child life seems perfect, and the value of the book as an introduction to geography is apparent at a glance.

— EXERCISES IN WOOD-WORKING, with a short treatise on wood, by Ivin Sickels, (D. Appleton & Co., 158 pp.) contains matter new to such manuals in this country, and very useful. The chapter on wood treats of its structure and composition, the age and decay of trees, milling, drying, warping, defects, kinds, parasitic plants, timber-borers, etc. The subsequent part, making two thirds of the volume, gives directions for the use and care of tools, and graded exercises in wood-working. All these are very clear and fully illustrated. They were first prepared by the author for the students of the College of the City of New York, and have been revised and added to as experience dictated, and constitute a very complete and progressive graded course. It is an excellent manual.

— THE ELEMENTS OF ASTRONOMY, for high schools and academies, by Charles A. Young, (Ginn & Co., 475 pp.; $1.55), presents with great clearness and simplicity the main facts and doctrines of Astronomy, without involving any mathematics beyond elementary algebra and geometry. It is not for that reason a child's book. On the contrary the author assumes considerable intelligence on the part of the pupil. He has remarkable skill in succinct and clear statement, and is always thoroughly intelligible to one who has careful habits of thought and reading. He has put an extraordinary amount of information, theory and facts, into this book, which is admirably adapted to put its readers upon thinking for themselves, and stimulating them to further pursuit of this most attractive science. His reputation as an astronomer, and the evident care given to the preparation of the volume are sufficient guarantee as to its accuracy and value as a guide. The book seems to us admirably adapted to promote the right study of Astronomy in the high schools.

— SEPT GRAND AUTEURS DU DIX-NEUVIEME SIECLE, by Alcee Fortier, (D. C. Heath & Co.; 196 pp.), reviews felicitously the literary lives of Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, Theophile Gautier, Prosper Merimee, and Francois Coppee. Its author is professor of the French language and literature in Tulane University in New Orleans. He has made an exceedingly readable and instructive book, which gives its readers a good introduction to the French literature of the nineteenth century. His sketches and analyses are excellently adapted to beget a desire for a more direct and extended knowledge of the authors treated, and thus to serve the best purpose which such a book can fulfill.

— SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB, by W. W. Goodwin, (Ginn & Co., 464 pp.; $2.15), has little enough about it to remind one of the first edition issued thirty years ago and well known to classical students.

This volume is more than twice as large as that, and is an overwhelming evidence of the immense advance in thoroughness made by Greek students in the interval. In fact classical study is advancing as surely and perhaps as rapidly as physical science. Prof. Goodwin says in his preface: "Few younger scholars are aware how modern are many of the grammatical doctrines which are now taught in all classical schools." That the body of the work has been radically changed in many particulars is then the result of advancing scholarship. The mass of quotations and illustrations of principles is proof how exact and pains-taking this scholarship is.

—LABORATORY MANUAL OF EXPERIMENTAL PHYSICS, by Albert L. Arey, (C. W. Bardeen, Syracuse, N. Y., 200 pp.) aims to provide experiments fully described suited to the ability of the average pupil in high schools, and requiring only inexpensive apparatus. The experiments are quantitative, designed to develop skill and accuracy as well as thoughtfulness, and are carefully selected for their educative value. We are convinced that teachers of physics will find this a very helpful manual.

—FRACTIONS, by Helen F. Page, (Pupils' Edition, 52 pp.; Teachers' Edition, 47 pp.; Ginn & Co.) offers novel and practical helps to the teacher in a series of colored diagrams representing to the eye combinations of fractions. The Teachers' Edition contains directions for using and problems.

—A COMPLETE ALGEBRA, to accompany Ray's Series of Mathematics, by Geo. W. Smith, (Van Antwerp, Bragg & Co., 358 pp.) is an original book, the result of class room experience by one who is evidently a thorough mathematician. It is complete in the sense of covering all the ground necessary in preparation for the best colleges, is scientific, progressive, and systematic—a superior text-book.

—The last REPORT OF THE COMMISSIONER OF EDUCATION (1887-88) is a volume of 1209 pages, and more than usually interesting. We specify as especially valuable the chapters containing discussions of educational questions, questions relating to city school systems, the training of teachers, superior instruction, and manual and industrial training.

LITERARY ITEMS.

—Mr. Stanley's book descriptive of his latest African expedition, which is to be published by Charles Scribner's Sons, will bear the title "In Darkest Africa; and the Quest, Rescue, and Retreat of Emin, the Governor of Equatoria." Mr. Stanley is at present engaged in its preparation, and some months must elapse before its appearance.

—Henry Holt & Co. will soon publish an Introduction to Systematic Botany, by Charles E. Bessey, author of Bessey's Botanies in the American Science Series.

—*The Constitution of Switzerland*, translated by Prof. Albert B. Hart, of Harvard university, is the latest issue in D. C. Heath & Co.'s Old South Leaflets.

—Science in the High School, by David Starr Jordan, in the April *Popular Science Monthly* is a vigorous showing of the make-believe character of much of the high school work at present. Prof. Toy's essay on Ethics and Religion, which maintains that religions have mainly borrowed their rules of conduct from usages of society and have contributed nothing to ethics, will certainly challenge attention. Among other articles we men-

tion Prof. Huxley's on The Natural Inequality of Men, and Miss Tweedy's Is Education Opposed to Motherhood?

—The April *Arena* contains a vigorous paper by Rev. Minot J. Savage, on Religion, Morality, and the Public Schools; one by Bishop Spalding, God in the Constitution, in reply to Col. Ingersoll; The Mask of Tyrrany, by William Lloyd Garrison, an argument against socialism; Divorce and the Proposed Constitutional amendment, by Elizabeth Cady Stanton; and a Symposium on White Child Slavery, by six writers. The vitality of this new review has been clearly shown, and it already ranks with the best in the country.

—*The Home, School, and Nation* is the name of a new, illustrated, forty-eight folio page monthly, edited by Bishop Fallows and Martin L. Williston, and published by the Clarendon Publishing Co., 183 Monroe street, Chicago. Its special aim is to promote patriotism, and its educational departments are in the hands of persons of acknowledged competence, while its list of contributors includes the names of many of the best known writers of the west. The two numbers received give promise of great interest and usefulness.

—The last issue of the Educational Monographs of the N. Y. College for the Training of Teachers, gives a detailed account of *Manual Training in the Public Schools of Philadelphia*, by Supt. Mc Alister.

NEWS AND NOTES.

— The state examination for Teachers' Certificates will probably come in the week following the closing of the Wisconsin Summer School for Teachers. The latter opens after the adjournment of the National Association, on Monday, July 14, and closes on Friday, August 8. The examinations will probably begin the following Tuesday, Aug 12.

— Do not fail to examine the circular of the Summer School which appears in this number. Those who think of coming will do well to plan beforehand what they wish to do, and all who take science studies involving laboratory work should consider well the advantages of concentration. Four weeks devoted to one or two branches will prove of much more value than if divided among four or five. Inquiry indicates a large attendance, and already several have declared their purpose to be on hand at the opening of the school.

— The supreme court of the state has declared the reading of the Bible in the common schools to be inconsistent with the provisions of the state constitution. The constitutional objections urged against the practice of reading the Bible in the common district schools are: 1. It violates the rights of conscience. 2. It compels these parents to aid in the support of a place of worship against their consent (sec. 18, art. I, const.). 3. It is sectarian instruction (art. X, sec. 3). The court considers these well-taken. The decision was unanimous, and settles this vexed question for Wisconsin. The judges say, however, that the decision is not to be construed as prohibiting the reading of extracts from the Scriptures such as are found in many reading books.

— Programs of the National Association may be expected soon.

— The South-Eastern Wisconsin Teachers' Association holds its first meeting at Waukesha, March 31 to April 2. The program is full and attractive, beginning with a lecture on the first evening by John R. Clark on "To and Fro in London." We hope to have a full report of proceedings for our next number.

— Prin. J. A. Williams delivered an oration at Bloomington on Feb. 28, on "How Shall We Perpetuate What the Heroes of the War Saved?" The occasion was a G. A. R. campfire.

—Gov. Hoard has by proclamation again appointed April 30, which falls upon Wednesday as Arbor Day. We hope there will be a general move to celebrate this holiday, and shall look for reports of its observance in the schools with interest. Will not principals send us reports and programs?

—March 14th the first of the Mechanics' Institutes, which the authorities of the State University have been planning for some time, was held at Racine. The attendance is reported as large and addresses were made by Hon. J. V. Quarles, Mayor Mitchell, Pres. Chamberlin and Prof. A. D. Conover. The subject of the latter was Healthy Homes. It is expected that others of a similar character will be held soon, and a new series, worthy competitors with the Teachers' Institutes and the Farmers' Institutes, will thus be at work in the state.

—Many teachers of the older generation in Wisconsin will be pained to hear of the death of George W. Heath of Chicago. Mr. Heath began teaching in Walworth county nearly thirty-five years ago. After some years of successful experience in the country and village schools of that county, he removed his residence to the city of Racine where he again gave years of faithful and effective service to education as principal of one of the ward schools. In February, 1871, he was called to the principalship of the Ogden School in Chicago. He was continuously in charge of that school from that time until the date of his death, February 16, 1890. For Mr. Heath's work as a teacher and school principal all who knew him and it feel sincere respect. Those who knew his work and influence best, and those most competent to judge their quality, acknowledge, and praise without reservation, their always honest and sterling character. The thousands and thousands of pupils whom he has wrought upon and formed and influenced are a legacy to the citizenship of the country so rich as to dwarf all eulogy. He was a living illustration of the most encouraging possibilities of American life, the most praiseworthy and valuable elements of character, and the unostentatious modesty of him who is capable of great achievements. The funeral services were held on Wednesday, February 19, in the New England Church. These were fitting and appropriate. The chief discourse was by Dr. Gilbert, of *The Advance*, a neighbor and intimate friend. President Beale of the Board of Education briefly and fittingly spoke of the estimation in which the work of Mr. Heath was held by that body. Dr. Burroughs of the Superintendent's office, spoke a few warm words of eulogy on traits of character which had been especially impressed on the supervising authority, and Supt. Bright of Englewood, the life-long friend, had general charge of the details. The large church was filled by those who desired thus to show their respect for the friend that had gone.

—Supt. Ames, of the first district of Dane county, reports that twenty-three pupils have graduated from the district schools during the past year, and five towns have taken advantage of the library law. The attendance last year was better than heretofore, but still shows that fifteen per cent. of the children between seven and fourteen were not in school. He says: "A great drawback to the welfare of the schools and one that cannot fail to lessen the interest of pupils and teachers alike is the frequent and uncalled for change of teachers—145 teachers are required to teach all our schools when in session. To fill these places for the year 238 different persons were employed; ninety-

three changes were made, and in a majority of cases the change was unnecessary and harmful." Our county superintendents are doing good service by working against constant changes of teachers, and in time the fruits will appear. He reports that a greater number of teachers each year seek certificates of the higher grades, a result of new legislation and one greatly to be desired.

—The high school at Baraboo gave a Longfellow entertainment March 7 which was very successful, and as a result $135 will be expended for books to add to the school library.

—Have you read the list of Wisconsin positions filled in 1889 by the Teachers' Co-operative Association, 70 Dearborn St., Chicago? It's an eye opener on agencies. See end of reading matter.

—The practice of granting half-holidays as a reward for perfect attendance is not without serious drawbacks. In Eau Claire last month the pupils of the Washington high school punished in a brutal manner one of their classmates who, by tardiness, had deprived them of their anticipated half-holiday.

—The protest of the Roman Catholic bishops of Wisconsin against the Bennett law has been published in all the papers and we trust widely read. Their misapprehension of the purpose of the law seems unaccountable, and their assumption that the parent's right to do as he pleases with his child is paramount to the right of the state to demand preparation for citizenship is so utterly antagonistic to our institutions, and especially to our system of public schools, that public opinion can hardly fail to condemn the action of the bishops. It seems hardly possible to interpret the manifesto otherwise than as an assault upon the very foundations of our American policy, and as such its appearance can hardly be regarded otherwise than as ill-judged and unfortunate.

—The "Old South Work" in Madison is continued this spring by a course of lectures on early explorations of the west. The managers have issued a select bibliography for young people to guide them in selecting reading from the public libraries which shall lead to a fuller knowledge of the subjects treated. It's an admirable idea and deserves to be widely copied.

—The Normal Review School, opened three years ago last summer in Cassville by Principal Clyde R. Showalter, now of Lancaster, and held in Lancaster last summer, will begin its fourth annual session at Cassville, June 30th, and continue eight weeks. The instructors are C. R. Showalter, E. R. Johnson, of Boscobel, and C. A. Harper, of Cassville.

—Prin. Reigle, of Tomah, was made the victim of a pleasant surprise on the occasion of his birthday last month, when some friends held a basket picnic in his house, and left behind them two handsome articles of furniture. Such a token of appreciation was naturally highly valued and served to cement the pleasant relations out of which it arose.

—Prin. L. H. Clarke, of Baraboo, writes: "I notice in the notes in the last JOURNAL that you speak of the large percentage of attendance of the number of children of school age in Stevens Point upon the public school. Both Sparta and Baraboo will far surpass that. Last year in Sparta the total school census was 905, and 750 were enrolled in the public school and fifty in a private school. In Baraboo this year, the total school census was 1215, and there are now enrolled in the pub-

lic schools 1050 pupils and fourteen in a private school. I am quite certain that there are many other towns which can show as high a per cent. of attendance and perhaps higher."

—The fourth district school of Appleton gave a vocal concert the 8th of March, as the outcome of awakened interest in vocal music, to which much attention has lately been given in the school. The program consisted of solos, quartettes and choruses, and proved in every way acceptable.

—The annual report of the Board of Education of La Crosse is just received. Of the city teachers Supt. Hardy says: "After two years' experience, I can truly say that the rule of the Board requiring some professional training, the study of the theory and art of teaching, as a condition of appointment to a position in our schools, is slowly but surely bearing good fruit. There is a visible improvement in the quality and tone of our corps of teachers, and of the instruction and government." He comments favorably on the plan of promotion not on the results of examination alone but also on thoroughness of daily work. Pupils recommended by the principals are promoted without examination. Forty-five were thus admitted last year to the high school, and the report says they are taking a somewhat higher standing in their studies than those admitted on examination. The school census for the past year showed 7,614 children of school age, of whom 4,589 were enrolled in the public schools.

—The decision of the United States Supreme Court sustaining the constitutionality of the Edmunds law prohibiting polygamy makes distinctions of great importance, which should be clearly apprehended by those who study or teach civil government. The court says: "It is assumed by counsel of the petitioner that because no mode of worship can be established or religious tenets enforced in this country therefore any form of worship may be followed and any tenets, however destructive of society, may be held and advocated, if asserted to be a part of the religious doctrine of those advocating and practicing them. But nothing is further from the truth. While legislation for the establishment of a religion is forbidden and its free exercise permitted it does not follow that everything which may be so called can be tolerated. Crime is not the less odious because sanctified by what any particular sect may designate as religion." Thus it appears that a man's religious belief does not permit him to do whatever he pleases, or to set up his creed or his conscience against the laws of the State.

—Kindergartens are gradually springing up in various parts of the state, and promise soon to form an important element in our public school system. They not only exist already in many of our larger cities, in Milwaukee, Eau Claire, Sheboygan, but it is found practicable to maintain them in smaller places of two and three thousand people. If children under six are to be sent to school, as they may be under our constitution, and as they are in large numbers, it is necessary to make proper provision for them, both for their own good and to relieve the primary schools of them. As the kindergarten becomes better understood it wins its way to public favor, and with its spread will come also great improvements in primary schools.

—A brief visit to the Deaf and Dumb Institution at Delavan proved full of interest. Here are gathered one hundred and eighty two children of this state who have suffered a great calam-

ity. A few of them are congenitally deaf, but the greater number have become so in early life in consequence of disease or accident. In point of intelligence they will average as well as other children, but they need special help to bring them into such communication with their fellows as will enable them to act well their part in life. We were present at the opening exercises of the school day. The little address to the pupils, which was made altogether in the sign language, was very practical, relating to the necessity of avoiding the appearances of evil, and was delivered as rapidly as the translator could conveniently render it for us. It was an affecting sight, the silent company watching the movements of the silent instructor upon the stage, and taking in, in a manner altogether strange and meaningless to us, that useful lesson. Afterwards, in one of the classes which are learning to speak, we heard a considerable portion of the morning lssson retold by the pupils. Talking is to most of them a laborious and uncertain process, acquired with difficulty and readily lost again, since it is not supported by hearing. But they are marvelously quick with the eye, and can communicate with each other as rapidly as hearing children. In written work the right use of prepositions appeared to offer special difficulties. We saw examination papers which would have ranked high in any school, wood work and drawing of superior excellence, and abundant evidences of the excellent care and instruction the pupils received. The school has lately completed a fine gymnasium, in connection with which are excellent bathing facilities.

TEACHERS WANTED! We have on our books, now, hundreds of vacancies. They are for Professors in Colleges, at salaries of $500 to $3000. For Superintendents and Principals at salaries of $450 to $2500. For High School Principals and Assistants, at salaries of $400 to $1500. For grade teachers at salaries of $30 per month to $85 per month. For training Teachers in Normals at salaries of $600 to $1200. For specialists in music, art, modern language, elocution and commercial branches at salaries of $350 to $1200. NOW is the time to send for blank and manual. Our vacancies are from employers, and not "hearsay."

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TEACHER wanted in every city and town of the United States to act as local librarian. Liberal compensation for a few hours service weekly; $20 per week may be earned during vacations. Address with references, UNION LIBRARY ASSOCIATION, P. O Box 3468, Boston, Mass.

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WELL! WELL! WELL!

"A TEACHER'S AGENCY THAT FILLS PLACES!" That's a new idea. I've heard of Agencies that had "calls" and "vacancies" by the hundreds, and took in the registration fees, but never before heard of one that could tell of even a half dozen places in my own state it had filled. Probably they were all too bashful to mention them. There are "Teachers' Agencies" by the dozens and "Leagues" that copy the circulars of the successful "Teachers' Co-operative Association" to deceive the uninformed—but there is *only one* Agency that fills places in this state; that is the "Teachers' Co-operative Association," 70 Dearborn St., Chicago, Ill.

Here are some of the Wisconsin places they filled last year:

Beaver Dam,	Principal High School,	W. H. Hubbell.
Arcadia,	Principal,	J. B. Logue.
West De Pere,	Principal,	Chas. Mains.
Fox Lake,	German in Seminary,	E. L. Nohl.
Bloomer,	Principal High School,	Edwin M. Baily.
Sharon,	Assistant High School,	Sarah A. Hoyt.
Bloomer,	Primary,	Mrs. V. Arnold.
Beaver Dam,	High School, Assistant,	Miss F. Crocker.
Allen's Grove,	Primary,	Miss E. Mae Shimmens.
Racine,	Principal High School,	A. J. Volland.
Sheboygan,	Commercial Dept. Bus. Coll.,	N. G. Burns.
Sheboygan,	Grammar Grade,	Miss Nellie L. Joyce.
Winneconne,	Principal,	A. B. Miller.
Racine,	Principal Ward,	J. C. Necollins.
Beaver Dam,	Assistant High School,	Miss A. Warren.
Sturgeon Bay,	Intermediate,	Miss Lila Scheuman.
Two Rivers,	Grammar Grade,	Miss C. K. Richardson.
Avoca,	Principal,	Harlow McMillen.
Bloomer,	Primary,	Miss Ada M. Norris.
Berlin,	Principal,	T. A. O'Neill.
Marinette,	Assistant High School,	Miss M. C. Forsythe.
Rhinelander,	Assistant High School,	Miss Laura F. Pascal.
Baldwin,	Primary,	Miss Velva Bush.
Rhinelander,	Assistant High School,	Miss H. B. Rogers.
E. Middletown,	Principal,	J. E. Ohail.
Beloit,	Drawing, Public School,	Miss Helen Wright.

SOME WISCONSIN TEACHERS LOCATED BY THEM DURING 1889 IN OTHER STATES.

From—		*To—*
Mazomanie,	W. W. Kilgore,	Marshall, Minn.
Black River Falls,	Miss Lida M. Kimball,	Marshalltown, Iowa.
Bloomer,	Miss Lizzie A. Spain,	Luther, Mich.
Chippewa Falls,	Miss B. P. Hall,	Hinsdale, Ill.
Glenbeulah,	Miss A. M. Cutts,	Havana, Ill.
Rochester,	Miss I. M. Archambeault,	Evansville, Ind.
De Pere,	C. A. Goggin,	Silver City, N. M.
Oshkosh,	W. N. Mumpher,	Cincinnati, Ohio.
Milwaukee,	A. H. Keyes,	Stonington, Conn.
Argyle,	Miss Myrtle Trevit,	Sabula, Iowa.
Boyd,	M. A. Hatch,	Larkin. Kan.
Milwaukee,	Dr. Wm. Patten,	Grand Forks, Dak.
Appleton,	Wm. Butts,	New Brunswick, N. J.
Appleton,	Miss Ingersoll,	Clinton, Iowa.
Delavan,	Miss Annie Fitzgerald,	Strawberry Point, Iowa.
Schofield,	Miss M. Dickens,	Wheaton, Ill.
Milwaukee,	Miss Maud A. Bryant,	Polo, Ill.

Now is the time to correspond with them for positions for the fall term. Send for their circulars and post yourself on their work. Address

TEACHERS' CO-OPERATIVE ASSOCIATION,
70 Dearborn St., Chicago.

ORVILLE BREWER, Manager.

WISCONSIN

Journal of Education.

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ELEVATING THE STANDARD FOR COMMON SCHOOL TEACHERS.

Every profession has its quacks, and every line of business its failures, and we find among our teaching force those who bring us neither honor nor credit. By sophistry the individual has worked his way among our people and has impressed the school board with his value. If any doubt remains in *their* minds, it vanishes when he promises to keep the school for *five* or eight dollars per month less than a good teacher is willing to teach it for. He is engaged. He begins the work with a flourish of trumpets, and like all new brooms sweep clean. Everybody is pleased. We hear the following remarks: "We are going to have a good school this term. Isn't the teacher nice?" etc. But the first month is not half gone before doubts of his ability to teach find their way into the minds of the average pupils, and the board and tax-payers realize they have been taken in. He who entered the country school in such a blaze of glory soon fades out, and becomes intellectually bankrupt; his stock of knowledge is exhausted, and from lack of energy he becomes the sport of the district rather than its guiding star.

Such cases simply emphasize the fact that man, like water, finds his level. His tastes and aspirations often lead him higher than his brains; he goes up like a rocket, but when the generative force is exhausted, he comes back with a thud, and is looked upon with pity rather than with contempt. The teacher is freely discussed among the pupils and forms the chief topic of conversation at home. All respect for him has vanished, and it would be better for all concerned to close the school, discharge the school-keeper, and put the children at work. The tests

for admission to the profession of teaching should be made more stringent, so that this class of applicants would be entirely cut off until they make proper preparation for the work.

The true teacher should be a planter, a waterer, a weeder, a pruner and an examplar. He must possess natural, inborn gifts for teaching to go with his education and experience. He must possess practical common sense, have the ability thoroughly to investigate all subject matter that is to be developed in each recitation. He must systematize and arrange the topic so that he can present it to his pupils without losing any of its original clearness and power in the transmission. If we keep our mind clear by active thought and labor, it will, like the crystal, take its shape and pressure from the play of the constituent forces within it, and not be the sport of casual influences from without.

The teacher should be free, unhampered by a text-book during the recitations, so that he will lose none of his originality in the presentation of the subjects. In this way he carries the conviction to his pupils that he is master of the situation, and understands what he is teaching. Feeling this the pupils yield to his influence, and allow him to guide, control and develop them in their work. To do this the teacher must make careful preparation for each recitation. With your permission we will use an old and familiar quotation, one that should be thoroughly impressed upon the mind of every teacher, and put into daily use. Arnold being asked why he spent so much time and took so much pains with each lesson when they had been taught so thoroughly in previous recitations, replied: "I wish my pupils to drink from a running stream and not from a stagnant pool." This, it seems to us, was the touchstone to his success, and is worthy of emulation by every one who follows the teaching profession. The true teacher, recognizing the necessity of a full development of the natural faculties of the child and believing in a free exercise of them, will control and direct these faculties into the channels in which he wishes them to flow, by inclining each little rill of character to the main channel, so that, as this intellectual stream advances, it gains breadth, and depth and momentum, until it becomes a mighty river.

Thus far we have endeavored to present to you the two classes of teachers, the one a school-keeper and the other a teacher. How to get rid of the school-keeper is the all-important question. Various ways suggest themselves, but to us it seems that legislation is the simplest,

easiest and most effective one. In some counties the Superintendent may be able to raise the standard of qualifications for his teachers of the common schools; but in many instances political influences are a barrier in the way of the County Superintendent's doing efficient work. This is especially true in counties so evenly divided, politically that a few determined enemies could easily overthrow all that he undertakes, before he has had time to demonstrate that it is a good thing to drop all teachers whose qualifications are not up to the proper standard. Hence many superintendents feel that they cannot do as they would like to, but do the best they can under existing circumstances, working in changes and reforms gradually, dropping the poorest teachers here and there as opportunity offers, weeding out slowly but surely those who are a detriment to our public schools. This requires good judgment, tact and ability to harmonize those who antagonize him, and show them plainly that it is for the best interests of all concerned that such changes should be made. But this is not an easy thing to accomplish in two years, and very often the county superintendent is placed in trying and uncomfortable positions, through his efforts to better his schools. This is not right, and should be changed. The term of office of both county and state superintendent, ought to be lengthened to *four years* at the very least. This would give us an opportunity to make changes, and drop out the teachers of inferior attainments, and a chance to convince the people that it is for their interest to have these teachers dropped and only those who have superior attainments put in charge of our common schools. We believe that this could be accomplished in the four years, but it cannot be done in two; for it takes a new superintendent one year at the very least to get acquainted with his teachers, and then he is not in shape to go to work as intelligently as he will be six months or a year later. It virtually takes one term for a new man to get the work in hand, and before he is able to accomplish anything he is confronted with another scramble for the office. If unsuccessful the schools of the county must stand still another term, until his successor becomes acquainted with his duties. Each time a change is made in the office, there is really a loss of two years. We believe the longer term, if it could be secured, would tend to keep the superintendent in position for the two terms at least, and thus secure to the schools a steady upward growth for eight years. If this were the case we could readily drop all those whose knowledge of what is to be

taught in our common schools is too limited, all whose teaching ability is below par, and those who ought to avail themselves of the facilities that our high schools, normal schools and universities offer. How long shall we permit this unskilled laborer to mold the plastic clay that is placed in his hands by unthinking parents and school boards? We believe that the next session of the legislature should strike the death knell of limited certificates, that the time has arrived when this association should take action in this matter, and make arrangements to present it to the legislature at its next session, urging upon its members the necessity of an act that will prohibit county superintendents from issuing a limited certificate under any consideration. Such a law would relieve the superintendent of many unpleasant encounters with disappointed applicants and their friends, and would remove much of the unpleasantness of office work. We also believe that the time has come for us to agitate the question of changing the law in relation to third grade certificates by limiting the time that a person may teach on a third grade certificate to two years. At the end of two years the holder must be qualified to write for and receive a second grade certificate or leave the profession until he is qualified. We believe that this is one of the surest and best means of raising the standard of qualifications for our teachers. If this demand is made upon them they will try to meet it. Following this up, we should, at the end of say five years, cut off, by legislative enactment, the issuing of third grade certificates entirely, allowing *only second* and *first* grade certificates to be issued, the standard of examination to be kept up to a proper percentage.

It may be urged that this would be a hardship upon poor people who have qualified themselves to teach under a third grade certificate. In some cases this would be true, but is our public school system to become a dispenser of charity, bestowing favors upon the poor because they are poor, regardless of qualifications? We have watched the effect of stringent measures in examination during the last three years, and find that in nine out of every ten cases the people in comfortable circumstances and even the wealthy are the ones most affected by the raising of the standard of admission to the teaching profession. We have also watched the effect of the law extending the life of second and first grade certificates to two and four years respectively. This is the result in our own county, nearly three fifths of the teachers holding second grade certificates are poor boys and girls, who have secured

what education they have by hard knocks. A goodly number of them never had any chance to take these studies while attending school but have worked them up alone while they were teaching, coming to my office Saturdays to receive aid upon points they could not fathom alone. These teachers have completed the work, and passed creditable examinations upon it. As a usual thing we find such students doing the best work in the school room as teachers. Some of these have completed the work in higher algebra, physics and plane geometry, and passed good examinations, and are holders of first grade certificates today. Others are preparing for next spring examinations, doing nearly all the work by individual effort. Therefore we believe that legislation such as we have urged herein will bring our poor boys and girls to the front instead of shutting them out as many suppose. Generally speaking we find this class of students the clearest thinkers, the best reasoners, and the hardest workers in our public schools. Until such legislation can be secured we must use local means for the improvement of our teachers. The institutes are now covering the line of work teachers are expected to take up in the school room, and an organized effort is being made to throw such light upon this work as will enable teachers to understand the course of study for our common schools and handle it with a fair degree of success. If we must educate the mass of teachers by local means would it not be well to lengthen our two day institutes to four weeks, and make attendance compulsory? This is done in some of our western states with marked success. The institute is held during the summer months, and all persons desiring to teach *must* attend and pay *one dollar* for the privilege. We are informed that the results of this work are very satisfactory. Teachers are put through a course of training that fits and prepares them for the next year's work. I have conversed with teachers who have been under this system of training, and they make this statement: "We do not find attendance upon these institutes burdensome in the least, but rather look forward to them as a means of great help and benefit to us in our work." Why would not this arrangement be a good one for Wisconsin until the legislature prohibits the issuing of limited certificates and fixes a limit for the use of third grade certificates to two or three years?

A. J. S. Smith.

WAUKESHA, WIS.

PEDAGOGY IN THE HIGH SCHOOL.

It is a condition and not a theory that confronts us. A glance over the institute registry of our state must convince any candid mind that our high schools ought to instruct their pupils in at least the rudiments of the teacher's art. The sweet girl graduate—and to some extent her brother—is insinuating herself more and more into the school rooms of both city and town; while each year finds a larger proportion of the little schools at the country cross-roads presided over by under-graduates of the high school.

The common school should be both the pride and the hope of our nation. In the past it has furnished a large part of that mental push and moral power which makes our nation truly great. To-day, these hearty boys and girls who are breathing the purest of air, eating the most wholesome food, learning the most useful lessons of work and of self-helpfulness, will surely develop into men and women, strong in body, vigorous in mind, earnest in purpose, upright in heart, well prepared for leadership in thought and action. The one who undertakes their training should be made to have some high conception of his mission, and taught to see beneath the home-spun coat a human heart with all its possibilities for good or evil.

It will be wholesome for these high school boys and girls to be asked just what all this education means. Too often, work done in the school room recalls a painful incident of boyhood days. A fine flock of young turkeys in the farm yard; out comes our kitchen girl with a large dish-pan under her apron, drives the flock into the barn, and quickly closes the door. Miss Biddy captures each young turkey, takes him under her arm, picks from the pan a pellet of meal and fat about the size of one's thumb, pushes it down the poor victim's throat, regardless of his struggles, repeats the operation several times, and then turns her attention to another victim. To my indignant protest she responds in rich Irish brogue, "Shure, that must be done, me dear, to fit them for the market." Biddylike, we teachers too often administer our daily pellets from the prescribed course, without a thought of individual appetite or individual power of assimilation. Such work is indeed mere cram—"a species of intellectual feeding neither preceded by appetite nor followed by digestion." Common sense demands that a child should early learn

to look for values. As someone has said, "Teach a boy the worth of a thing and the hard road becomes a pathway to the stars."

Another consideration justifies this training. These boys and girls, who are soon to become the patrons of the public schools and the parents of the children found there, will gain from this outlook ideas that will not only prepare for better teaching, but also win for our free school system more intelligent supporters and firmer friends. Let these boys and girls first take a good look along the educational railroad to see that its two strong rails are gaining knowledge and developing power. Let them note that these two strong rails run out parallel, firmly bound together, and on the same level. In other words the teacher should have the two-fold aim — to give his pupils power to think and something worth thinking about.

Our boys and girls should next learn that the human mind has certain powers that have a natural and necessary order of development. Lead them to observe how slowly and feebly the human babe learns to recognize the scenes and sounds about him, but how at length the senses become to this protoplasmic bundle of possibilities so many scouts to explore the strange world about it. Perception is of necessity the first power employed by the child, as it is the faculty that reveals to his consciousness the facts that are to be the building blocks in other mental processes. At this stage the child is indeed an animated interrogation point, and the teacher's work is to give him that sense training which will enable him to get clear concepts of the things about him.

The importance of this early training can scarcely be overestimated. The original and natural source of knowledge is not books, but observation and experience. A treatise on botany or geography can convey no real scientific knowledge to him who has not accurately observed the little world about him. Then, too, all mental processes rest upon these mental concepts as a basis. To remember a thing well one must have a clear concept of it. We pass along busy, bustling Broadway, and see thousands of human faces without remembering a single one. But on Mt. McGregor we look for a few moments upon the nation's hero. Concepts, previously formed from pictures, coupled with the emotions that stir our hearts at that hour, fix an indellible photograph of that pale, strong, patient face, upon which months of weary pain and wearing sorrow have left their trace.

Judgment depends upon comparison. To compare things there must

be a clear concept of each one. One can readily judge the length of a pencil, providing he has a clear concept of one inch to compare with his concept of the pencil's length. A man of poor judgment is one who fails to see things in their true light.

Imagination is a building process, and the mental concepts won by former experience are the blocks with which we build. The inventor simply makes new combinations of known forces and factors; the poet's fancy weaves facts into new relations; the painter places upon the canvas his ideal of beauty and harmony revealed to him by nature.

True reasoning also rests upon clear concepts. Galenite is that ore of lead which is hard, bright, and brittle; has cubical and octahedral crystals; tarnishes quickly when exposed to air. I see that this lead ore is hard, bright, and brittle; has cubical and octahedral crystals tarnishes readily. *Therefore* this is galenite.

If our mental concepts are then, the basis of so much of our thinking, is it not a matter of vital importance to give proper sense training? A good house must have a firm and solid foundation. The longer one studies the problem of education the more evident becomes the fact that in the kindergarten and in the primary room is found the most critical stage of the child's mental development.

When our young people have grasped the thoughts here outlined, they are in condition to understand and appreciate the strong points of the manual. Let them note that primary work is mainly two things—sense-training and fixing the facts won through the senses. Ideas of number are gained through sight and sound and touch; the eye catches and the mind retains the printed forms that are to unlock the storehouses of literature; the work in geography is aptly termed "getting ready to begin to study geography," not the study of books but the study of things—acquiring a store of material facts that enable the child to pass rationally from the seen to the unseen. Let the young people note that in the middle form memory and imagination are the most active powers, and that the course of study is in accord with this thought. The perceptive faculties have given the child clear concepts of hill and valley, brook and pond, prairie and wood. From these elements of the home neighborhood this imaginative power is to paint pictures of all landscapes. The tiny brook is now followed along its winding course, past the farms, gathering force and volume on its way; in the busy village it turns the mill-wheel and grinds the corn and grain;

farther down it expands into a majestic river on whose banks stand great cities and on whose tranquil bosom are borne the ships of commerce; until, at length, the waters of our little brook blend with the mighty ocean. From the hill slopes on which the cattle quietly graze in the home pasture, our young travelers pass to higher hills from which they can look out upon farming country and quiet villages lying peacefully below. At length this magic power can grasp a scene of tropical America, and they see the fertile plains and valleys at the mountain's foot, the fields and forests alternating on the lower slopes, the stunted vegetation farther up, until at length the snowy summits blend with fleecy cloud or azure heaven.

Just here in the child's life this wonderful power is especially active. The girl sees a beautiful baby in her old doll, and a dry goods box becomes a mansion, while her brother's imagination transforms a row of ragged boys attacking a snow fort into a regiment of stalwart soldiers storming some mighty fortress. Here the boys and girls greedily devour fairy stories and folk lore. They are hungry and must be fed; and, if they are not fed with wholesome food, they will find for themselves that which stimulates morbid fancy and perhaps poisons the whole future life.

Does the average teacher appreciate the importance of calling into play and training this creative power? In the average school is there not a strong tendency to warp and crush this faculty which, properly trained, can do more than any other to bless and brighten human life? How many boys and girls read through books and even cram themselves with facts without carrying away any living picture of the scenes described? The faculty may be made a potent factor in lifting the routine of school work out of lassitude and drudgery into living interest and energy. Geography is no longer a skeleton of dry facts, but a living reality as entrancing as travel; the gray page of history is but the door to a glowing picture gallery, where the eye sees as living verities the Martin Luthers and the Abraham Lincolns who stand as central figures in the history they created. Lifted by this magic power to grasp their greatness and goodness our hearts grow stronger and better.

The teacher then who stunts or destroys this faculty in his pupils does much toward rendering their lives dull, commonplace, and dreary. Take from the busy house-wife this power, and her world is at once

bounded by the four walls of her house, and she herself becomes a mere drudge. Let us impress upon these prospective teachers the duty of using and developing the power of imagination.

I would next take a trip with my pupils through each of the common school branches to see just what in each one are salient and important facts. To illustrate, I want them to recognize how few are the essential points of practical English grammar, and how great is the necessity of early and thorough drill on those points; just what in arithmetic is to be ground in as a pre-requisite of business facility and accuracy. So far as mere methods are concerned, I would attempt comparatively little — present and carefully consider a general method for each of the studies followed in the primary form. In the other form the pupils are quite apt to teach as they have been taught.

Observation of work done in the lower departments has value especially if done systematically and under the principal's direction; but to be really valuable it requires longer continuation than the pupils can afford and closer inspection than the principal can give.

I do not wish to be dogmatic, for some one has said that dogmatism is mere puppyism grown up; but I do strongly object to practice work done by high school pupils in the lower grades. To allow pupils to try their prentice hands in our public schools is to work an injustice, as it does for the children poorer work than their parents pay for. I do not want my child's stomach used as a tester of the cooking done by a novice in the culminary art, nor do I want his anatomy subjected to the clumsy hands of a young student in surgery. No less strongly do I object to his mental make-up being entrusted to a tyro in the teacher's art. Of course there come occasions when it is both right and wise to appoint one who promises special aptitude in teaching to aid in the lower rooms.

My aim then is to have these boys and girls do the following things:

1st. To see clearly that the twofold purpose of education is to develop power to think and to give something worth thinking about.

2d. Note the natural and necessary order of mental development.

3d. Gain some idea of the evil effects of neglecting or stunting any one of these powers.

4th. Follow the manual far enough to grasp its wise plan and worthy purpose.

5th. Perceive in each study the salient and essential points.

6th. Recognize both the necessity of well-defined method and the danger of becoming blind imitators.

They should also be led to see that every worthy teacher may become a living power in his community. If he shows a willingness to aid in each good word and work of the district, his influence in the school room is thereby broadened and deepened. Let these young people perceive the necessity of counteracting the narrowing tendency of being a mere teacher, and at the same time recognize the duty of thus setting a right example in the line of public spirit. A new beatitude would I give unto them,—*Blessed are those who help to make things go.*

Finally—and forcibly—I would endeavor to impress upon these young people the thought that far above the training of head and hand comes true heart training; and that, if our public schools are to repay their immense cost, they must give to each community public spirited and worthy men and women, and to the state patriotic citizens. Let them grasp the thought so finely set in these lines:

The night has a thousand eyes
  And the day but one;
Yet the light of the bright world dies
  With the dying sun.

The mind has a thousand eyes
  And the heart but one;
Yet the light of a whole life dies
  When love is done.

J. W. Livingstone.

SPARTA, WIS.

THEORY AND PRACTICE.

A PRIMARY TEACHER'S CABINET.

Those who cannot attend summer schools will find the next best advantage in giving a little time to home preparation for the fall school. The abundance of reading, of directions, and of aids, now so easy to obtain, make it possible to do much by one's self. The teachers of country schools, especially, will find the whole coming year made easier if a box of illustrative material and busy work be prepared for the time of need. Material and books, which have been found helpful, are here briefly noted:

Small boxes of letters for word building.

Short, easy script sentences written on manilla paper, for copying. Let these be arranged in envelopes for quick distribution.

Forms of objects and animals, cut from heavy paper, for aids in drawing. See that the name of each form is written plainly upon it for copying.

A box of envelopes, each containing square inches and half square inches of heavy colored paper or cardboard. These may be used for drawing square inches, laying squares in rows for illustration of the multiplication table, counting by halves, or designing.

A box of envelopes, each containing colored inch sticks.

A box of splints.

A box of shoe-pegs, one inch in length.

Set of boxes each containing circles of colored cardboard, cut in halves, thirds, fourths, and sixths, for the illustration of fractions.

A few envelopes of bright picture cards, sliced.

Attractive pictures, mounted on cardboard, for language work.

A set of stencil maps, bought or made.

Secure a large railroad map of the United States. Perforate, and with a little care, it can be stamped upon the board.

A box of colored crayons for the blackboard.

Collection of pictures for the geography and history classes.

MISDIRECTED TEACHING.

I have no patience with so much of the "little-pill-practice" in educational work.

Last week, I was walking with a youngster of four summers, and he said: "It is sundown, and it will soon be dark." I replied, "Yes." Then he said, "Where does the sun go when it is dark?" I said, "Behind the earth." Then he said, "Where is the behind of the earth?" Before I could reply to his last question, he said: "Dark is made by the sky's coming down to the ground, I think."

I tried him the next evening on arithmetic. He could count on his thumbs and fingers to ten. I asked, "What makes ten?" Promptly, he replied, "Two fives." Next, "What makes eight?" Again, came the answer, "Two fours." "Now, what is the half of eight?" To this he replied instantly, "Four." Again he said without hesitation, "The half of four is *two*." And to my query, "What is the half of two?"

"*One*," was the reply. Lastly, I asked him, "What is the half of one?" He said: "It is one cut in two in the middle."

Yet, there are numb-skulls that would keep this little fellow when he is a year or two older, five or ten months on numbers from one to ten. So, also, children are kept writing, and spelling, and reading little short words that they already know, which, when once learned, are learned for all time. This narrowing process brings the child's horizon too near. Instead of a stationary horizon, it should be continually enlarging.

Gathering in new words, and using them to express ideas, and thinking out which words to select, that will express the ideas to the best advantage, is the most important part of language-culture, so far as the actual work in school is concerned. However, it is not my intention to discuss the language hobby now.—*N. Y. School Journal.*

THE WONDER BOX.

The teacher should provide a strong box, which will hold at least half a peck. Let it be a neat box, for if the teacher does not care for the appearance, how shall the child be taught to? Have a tin box, if possible, to keep the contents from the mice. Tell the children what is wanted to fill the box, and they will gladly help you. A good assortment will be: A pint each of pretty colored corn, beans, seeds of all sorts, shells, pebbles; also one hundred twigs and stems, cut in various but *certain* lengths, and any other natural objects larger than a pea and smaller than a black walnut. With the wee ones, the pleasant task of sorting a shell or gill cup full of the objects will be enough for one exercise, for several consecutive days, or until their fingers have become skilful in handling the material.

Each day the children may be led to talk of the objects—where they came from, their color, their uses; if they grew, where; if not, how formed, if made by man. The terms hard, soft, smooth, rough can be easily taught. When they handle the objects easily, ask that a chair, ladder, box, or any common object that the teacher may think of, be made with a certain kind of material.

At first, it may be best for the chair, or whatever the teacher may request them to make, to be drawn on the blackboard. When the children design anything, have them *attempt* to produce it on their slates.

If a language lesson is desired, let the pupil make some object, and tell the class what he has made. If a number lesson, have pupil make a stated number of objects, then some more, or take away some, or make the number a certain number of times, or divide the objects by one or more pupils. In this way, all the fundamental rules may be taught, while the child thinks it is but sport.—*C. M. Durland, West School Journal.*

OFFICIAL DEPARTMENT.

THE SOUTH EASTERN WISCONSIN TEACHERS' ASSOCIATION.

On Monday evening, March 31, the Baptist church at Waukesha was well filled with an audience of teachers and citizens who had gathered to listen to an entertaining lecture on "To and From London," by John R. Clarke.

Tuesday morning, after a short business session, at which a constitution was adopted and temporary officers appointed, the regular program was carried out. In the discussion on the question "How may the co-operation of school boards be secured in improving the schools in their charge?" Supt. Sheridan said that teachers must improve in character and ability in order to elevate public sentiment in country districts. While there are many good teachers, more are needed. He cited instances of the effect which good teachers had in this direction. Much depends on our higher schools in preparing better teachers. Superintendents have a great work to do by exhibiting ability in their department and courage to follow out their convictions. No other consideration should be allowed to enter into the selection of a teacher except *personal fitness* for the *work*. Superintendents can use county associations very profitably in securing results and increasing educational sentiment. He must use every opportunity to converse with and instruct school boards. At least ninety-nine per cent. of requests from school boards for favoritism in licensing teachers are unwise.

Supt. Leins, of Washington county, said that he had occasionally found instances where boards refuse to do their duty properly, even being opposed to the public schools and having been elected to their position on that issue. Where good teachers have been placed in charge of the poorer schools interest has been increased. In a majority of cases district boards are ignorant of their duties. Conventions of such officers should be held and their duties discussed. Another great difficulty is found in the youth of applicants for schools and the frequent changes in the *poorer* schools. Districts do not always exercise good judgment in the election of officers. The Teachers' Chorus of Milwaukee, led by Prof. P. M. Bach, now entertained the audience with excellent music, responding to a hearty encore. Prin. E. J. MacEwan, of Madison, had been requested to give an address upon the subject, "Some Phases of Literature

Work in the High School." Compared with other studies he said that literature is of far greater importance. It goes with us through life and influences all our faculties. Children should in the beginning receive some wise direction in the matter of their literary study. They frequently receive false notions as to what constitutes literature, thinking when the little text-book which they use is completed that the subject is at an end. During the last decade there has been a marked change for the better in our methods of studying this subject. Teachers are giving more time to the *productions* of great authors, their thoughts and beauties of expression, and less to the facts concerning their lives. Work in rhetoricals can be based on the study of literature. Rhetorical work is often divided up among different teachers, thereby becoming unprofitable, perfunctory work. There should be a special teacher, as in other work, who possesses fine taste and literary knowledge. Outside the regular literature work, with which the speaker did not deal, it was suggested that the pupil should in regular recitations, as often as possible, be given work, first, in *oratorical* selections, such as Webster's Bunker Hill Monument, Oration; second, the *story* and *description* as contained in Irving's Sketch Book; then passing to *biography*, say Macaulay and Addison; *criticisms*, from essays by Carlyle and Macaulay, and leading to *Lyric poetry* as represented by Gray's *Elegy*. Always use some complete production as the basis of rhetorical work, studying the same critically, reproducing and learning for declamation and recitation. At last let the students take up dramatic poetry, Shakspeare, of course. Thus, at the end, each child has had given to him a standard in each kind of composition which will go with him through life. Outside of this the teacher can, by wise, but indirect suggestion, bring the children to read by themselves.

Prof. Beach, of Madison, agreed that much benefit comes from this outside oversight of the reading of pupils. They should be led, not forced, in the matter. He added that in the Madison schools the plan seemed to work admirably.

Prin. Buell, of Sun Prairie, raised the question "How can this work be done where the teacher is over-crowded with work already?" He believed that literary societies in small places together with such work as could be done in the schools are accomplishing a great good in this direction.

Prof. Ray, of Carroll College, spoke of the need of preparation on the part of the teacher, and of the enthusiasm and inspiration that it is his duty to impart.

Tuesday afternoon, on the subject "Theory and Art in the High School," Principal Axtell, of Beloit, said: "There are two reasons for its being taught to pupils: First, it improves the teachers who are to go out into the district schools, and second, it raises the educational sentiment in the state. Pupils may be given a high ideal of school management which is to be carried out among the people. It should be taught late in the course so that the preparatory studies leading up to it may be finished. The work should embrace a knowledge of psychology, the statutes, and of methods in some degree." He suggested that in observation work the pupils would profit if previously in-

structed in *what* they are to observe. The greatest influence exerted on the future teacher is his own teacher's every day *example*. Teachers should bear in mind that the greatest influence and inspiration may be given through their every day management and methods. Supt. I. N. Stewart, of Janesville, said that the fact that this study taught to pupils raises the critical standard of the people makes it pre-eminently important that every pupil should pursue it. We cannot expect to do more than to inspire pupils in so short a time. Pupils ought to know their common law rights, and the statutes upon the subject, in addition to their psychological work and knowledge of methods. One thing they cannot learn from observing their teacher, and that is *how he manages his school.* If something of this can be taught it will save them much embarrassment in future.

Supt. Thayer and Prof. Parker followed up the discussion, agreeing substantially with what had already been suggested.

Prin. W. W. White, of Milwaukee, gave an exercise in reading with children picked from the city, to show how imitation may aid in teaching the subject. He read a paragraph and then asked the child to read it after him.

"Manual Training in Secondary Schools" was discussed by Prof. A. A. Upham, of Whitewater. "Manual training has come to stay." Many classes of people, including ministers, doctors and lawyers, need some manual dexterity. The only place where it can be given is in our secondary schools. The homes formerly taught things which now they do not teach. The great increase in the use of machines has discouraged this training. Many humorous and telling examples were cited of the results of lack of dexterity in men. Teachers particularly need it for successful work in the recitation room.

Prin. Arthur Burch, of Milwaukee, urged manual training in wood work for boys and needle work for girls as a part of the curriculum below high school grades. Prof. Burch declared that manual training as a branch of study cannot be successfully handled in grades below the high school. Much is incidentally given at home and at school in connection with work and play. Special schools are needed for the development of special skill. Manual training is not in harmony with the highest development. Pupils do shop work with great pleasure because it is much easier than their other work. Advocates of manual training suppose ideal conditions, teachers and results. They also magnify the practical idea to too great an extent. The tendency of manual training is to magnify the dollar idea at the expense of culture and character, commodities of infinitely higher value.

Prin. Dominic Schuler, in the discussion, distinguished between manual and industrial training. Manual training does not mean the learning of a trade, does not aim at pecuniary gain, but is the developing of the intellectual, moral and physical powers of the child for practical and useful work. The country boys receive this training at home, the city lad must get it at school. Reference was made to the kindergarten, modelling in clay, drawing, paper cutting, sewing, and carving, as already introduced in many city schools.

Tuesday evening was devoted to a social reunion, with a delightful program of music and literary exercises.

Wednesday morning, election of officers resulted as follows: President, D. D. Maine; first vice-president, E. J. McEwan; second vice-president, A. J. Smith; reporter, Henry D. Hesse; treasurer, S. Y. Gillan; secretary, H. L. Terry; executive committee, Miss Gillan, A. J. Sheridan, A. S. Axtell, Prin. Parker.

Miss Anna Lewellin, Watertown, read a paper on "The difficulties met in teaching a country school." Country schools suffer from the inability of teachers, as well as from the fact that country school boards cannot furnish the teacher any knowledge of the condition of their school.

Other great hindrances in the way of proper classification are irregularity in attendance and unbalanced education, as well as the unwillingness of some to pursue the prescribed studies. In many country schools it is necessary to demerit pupils on account of irregular attendance, lack of thoroughness, self-promotion, and a desire to advance too rapidly. The speaker earnestly advocated a strict adherence to the requisites for promotion as necessary to the successful completion of the course of instruction. The keeping of better records of school work is much needed.

In the discussion following Supt. Chandler and Messrs. Sprague, Gettle, Cronk, Sheridan and others took part. The unimportance of much of technical grammar was emphasized, as well as the great amount of precious time wasted by too numerous recitations and the many subdivisions of classes and studies. The simplification of the course was advocated by all.

Supt. Chandler argued that one of the greatest obstacles, viz.: irregularity of attendance, could be best overcome by the personality and tact of the teacher, who should ever strive to create a good public sentiment for the school.

Prof. P. M. Bach, Milwaukee, presented "A method of teaching primary singing." As the child learns to *speak* before learning to *read*, so it should learn to *sing* by *rote* or imitation before beginning musical notation. The fostering of good habits and the inculcation of musical thought from the very outstart were recommended. The much vaunted sight singing has its place, but is only of secondary importance. By the imitation of good models and the exercising of a vivid imagination, *expression*, the essence of good singing can be acquired. He strongly denounced the "one-man" book of inferior American composers. Why listen to those innovators who raise the cry that we, as true Americans, must encourage *home* genius and home industries. We may encourage genius but we must not stifle art by flooding our schools with inferior grade of musical literature. Prof. Bach refuted the following statements presented at a state teachers' convention a few years ago, viz.: 1. That all teaching by imitation is crippling. 2. Rote singing with little children is unphilosophical and prejudicial to progress. 3. That children in their singing should recognize the scale as a unit of thought. 4. That children of five and six years can be taught to read music at sight intelligently. The study of music

is similar to the study of a foreign language, in which we must proceed in a natural inductive method.

Miss Eva Holcombe, Elkhorn, spoke on "Primary methods,—the old and the new," criticising very strongly the many useless innovations in primary work of the school, and expressing a strong sentiment in favor of hard and conscientious work on part of both *pupil* and teacher. In the solution of many of the difficult problems of teaching the liberal application of good common sense was advocated.

In the discussion following Supt. Anderson, of Milwaukee, heartily endorsed the "play element" in teaching as represented in the kindergarten. Supt. Parker supported the views of the leader and testified to the excellent results achieved by the lady in the practical execution of the ideas in the school room. Many others took part in the discussion, probably the most heated during the convention.

Wednesday afternoon, Language teaching, illustrated by a class of deaf mutes, was the subject of Supt. J. W. Swiler, Delavan, who, in his opening remarks, made prominent the value of objective teaching and the important part that imitation plays in the acquisition of language. In language nouns precede verbs, which are followed by adjectives, pronouns, etc. During the first year about 125 words are taught, the course being completed in ten years, with grammar and English literature in the upper class. Great stress is laid on composition work. Original stories written by pupils of all classes were presented and showed a marked degree of proficiency in the use of English.

Miss Bright introduced four pupils (aged 8-14), demonstrating a method of teaching language to beginners. Both the "manual" as well as the "oral" method were exemplified. The pupils in this class were well versed in the art of "lip-reading," readily understanding and writing sentences dictated by the teacher. Miss Hobart presented members of the graduating class, at first calling attention to the difficulties in entering into communion with the pupils and in teaching the simplest phrases. The original sentences of the pupils betrayed a high degree of intelligence and a large fund of practical knowledge of current events. The progress made by these pupils in articulation gave proof of the prominence given to *oral* instruction at Delavan.

At the close of the interesting exercise Prof. Swiler illustrated the different methods of communication employed by deaf-mutes. The presentation by the pupils of the *single* and *double handed* alphabet, of the *palm* and *contact* methods, the *foot* or *long distance* alphabet, and the language of *facial* expression called forth the admiration of all present. The recitation of a poem, both *orally* and *manually*, closed the profitable and suggestive lesson.

Amid the applause of the multitude filling every available space in the church, Gov. W. D. Hoard arose to deliver a masterly exposition of the "Bennett law," which has been printed by the newspapers throughout the state and reference to which may suffice at this place.

Henry D. Hesse,
Reporter S. E. W. T. A.

EDITORIAL.

A NEW school anniversary is a valuable addition to our educational agencies, and Arbor day is such an anniversary. It ought to be enthusiastically taken up by teachers, and made as soon as possible an interesting and useful occasion. For two years the day has been appointed in this state, but as yet its observation is by no means general. Ought not the subject to find a place on the programs of our Associations, in order that a more general and intelligent interest in it may be awakened?.....SOME inquiry has arisen as to instruction in manual training in the Wisconsin Summer School for Teachers, and a resolution favoring such a move was passed by a feeble vote in the South Eastern Wisconsin Teachers' Association. It is of course too late to add the branch this summer, since the circulars are already issued and the funds at the disposal of the school already designated to other objects. To those who favor such a policy we say show the demand for it and the demand will be met. Let there be a genuine, hearty movement in support of such instruction, evidence that it is needed and wanted, and the school will respond.....COUNTRY school teachers separate themselves too readily from the general school work, and make themselves into a separate class. But the subjects taught in the graded schools are also the subjects taught in the rural schools, and they ought to be taught in essentially the same way. A country school needs intelligence and ambition in its teacher as much as a graded school. It is a mistake for rural teachers to talk and act as if they constituted a distinct class.....A CHANCE phrase in the Bennett law—for so it must be considered—certainly ought to be changed. The law requires that every child between the ages of seven and fourteen shall "attend some public or private day-school in the city, town or district in which he resides." It is not the purpose of the law to interfere with sending children away to private schools out of their own district, and this should be made clear in the wording of the law.....THE meaning of the Bennett law is that our common schools should fit the children for American citizenship. It is appropriate at the present time to enquire, how? what are the definite results to be sought in trying to fulfill this purpose?

THE Methodist conference in New York, in their resolutions denouncing the recent decision of the Supreme Court of this state in the Edgerton School case, say: "Purely secular education is impossible in a land whose literature, history, and laws are the product of a Christian civilization. * * Christianity must solve the question of the education of the masses upon Christian and not upon secular grounds. The perils of bad habits from association in the schools can only be overcome by the inculcation of Christian morals." The utterance is important because so many excellent people sympathize with it. We are convinced, nevertheless, that it is erroneous, and that the error arises from confusion of thought. Christian education is not destroyed by the prohibition of religious teaching and the reading of the bible in the schools. The great agencies created and sustained to give this instruction, the churches and Sunday

schools, are unimpaired and unhindered. Let them fullfil their mission more earnestly and perfectly. The secularization of the schools does not interfere with them or their work. On the other hand the affirmation that school education cannot be secularized arises from confusion also. Arithmetic, geography and English grammar are the same to Jew, Pagan and Christian. They are neither religious nor irreligious, and the teaching of them has no more to do with religion than shoe-making has. We are ready to go farther, and affirm the same of the teaching of morals. Justice, temperance, kindliness, truthfulness, courage, these and other virtues which the school ought to cultivate are not dependent upon any dogmatic system for their sanction. They are equally approved by right minded men of all creeds and of no creed. They may therefore be taught apart from religion, and taught effectively. That the churches also teach them and throw about them the sanction of religion does not interfere with their secular sanction, but supports it. Neither does teaching them as required for the good of society and approved by all human experience tend to lessen in any way the claims of religion. Moreover the schools can be secularized, for they have been. The decision of the Wisconsin Supreme Court is new as a legal utterance, but old so far as the realization of the result is concerned. The logic of events has anticipated the logic of the court. The schools of Wisconsin have long been secularized. Only here and there one has clung to the New England tradition of opening each day's session with reading of scripture and prayer. The change has come gradually and silently, and the action of the court simply legalizes it. To the assurance that "purely secular education is impossible" we therefore add: "And yet it is accomplished."

READING is constructing. The reader must put together into a whole that which is presented to him piece by piece. He must not only combine words into sentences, but sentences into paragraphs and paragraphs into treatises, and this must be done with such a degree of mental heat that the elements fuse and form a unit. He must see not merely the parts but the whole, and the parts in their relation to the whole. Reading thus understood requires considerable mental vigor, much more than is necessary in order to pronounce a series of words correctly, or even to grasp the meaning of separate sentences. Now it is very evident that school training often fails to give this power. The class exercise of reading may sink into mere word calling, and if it rises higher than this, rarely goes beyond securing an understanding of each sentence by itself. Hence arises an inability to get out of books what is in them, which renders subsequent study difficult and mechanical. The pupils cannot read. Each sentence displaces in the mind the one read before it, and thus the connection is not seen and the unity of thought is missed. If the teacher clearly conceives that reading is constructing he may do much to promote right processes, by insisting upon brief, clear summaries of what is read, in which the essential thought of each paragraph is compressed into a single sentence. Thus the habit of getting what is read may be early formed, and it is manifest that no school habit is more important. Reading is the fundamental art of the school.

With this well mastered all else is comparatively easy. But if it is to be mastered attention must be given not chiefly to the mechanics of vocalization, but to reading as an exercise in getting connected thought—to reading as construction.

PEDAGOGY in the high schools is manifestly making headway. The papers which we have lately published in the JOURNAL indicate this, as well as the discussions at the associations. These show further that principals look at the subject in its practical relations. It is not a mere book study. The aim of the instruction is to fit the pupils who take district schools to do their work more intelligently. They are led to think of the purposes of education and of the means of securing these, of the relations of the subjects in the school course and the tests of success in mastering them, and to observe the methods of elementary teachers in the graded schools. Such work is of value not only to those who are to teach, but to those who are to have charge of families, and to those who are to form opinions in our communities regarding school work, and to help in directing it. The immediate reflex effect of the instruction upon the graded schools must be beneficial. It will tend to elevate the ideals of the teachers, and give rise to more rational criticisms of their work. Those who are to be observed as models must feel the necessity of higher excellence in their teaching, and fitness for this higher illustrative work must in time come to be one of the elements to be considered in the employment of city and village teachers. Thus the instruction promises to be fruitful in good results in many directions. The gain in this direction within ten or fifteen years is very marked. It is not many years since the usefulness of Normal Schools was seriously questioned and the notion of teaching to teach was held up to ridicule. Only a few years ago the Normal Schools themselves were mainly devoted to ordinary academic instruction, and were feeling their way to genuine professional work. They did not quite know what to do or how to do it. Although we have much yet to learn in this matter we have come to recognize pretty fully the value of the history of pedagogy, the theory of teaching, methods, and school law and hygiene. The teaching of these subjects in the Normal Schools, and later in the University, has prepared the way for the elementary presentation of pedagogy in the high schools, and it is reasonable to suppose that the forces thus working together will tend steadily to improve the character of this instruction, and thus to make it a more and more efficient agency for the improvement of common school education.

A CERTAIN tendency in manual training work is deserving of special attention because of its pedagogical significance. Those who are interested in its general introduction have set themselves to develop a system of training. To do so they have analyzed the processes of wood-working, for example, tried to discover what ones are fundamental, to invent exercises designed to give skill in these, and to arrange the exercises into a natural and progressive series, leading from the easy to the difficult and from the simple to the complex. The

thing made, we are told, is of little consequence; the end of the instruction is the development of skill in the makers. Therefore we shape the exercises to developing this skill, and not to making something. The process seems logical; but observe the effect: pupils react from the instruction. So long as they were allowed to construct something for themselves manual training had charms for them; but as soon as the school-master takes the matter in hand and reduces it to its logical relations then they will none of it. It now has what Pestalozzi calls "the dullness of the common school tone." Manifestly the process which is now being applied to the new branch has been previously applied to the older ones, and the dullness must result from the fact that the process is wrong. It is wrong because it neglects the most important factor in the case—the nature of the pupil. Rousseau long ago said: "The wisest apply themselves to what it is important to *men* to know, without considering what *children* are in a condition to learn;" and added the maxim "Let childhood ripen into children." By taking away from the pupil the privilege of trying to make the thing he wishes to make we destroy the inward impulse to apply himself, the reason for working which he can appreciate, and henceforth he is like a slave driven to his tasks. The elaborate plans, therefore, like many others, are logically unnatural, wastefully economical, and foolishly wise. The great merit of the slojd is that it has avoided this error. The nature of the child is satisfied by being allowed to construct something for himself, not a mere exercise, and he is educated, less logically but more vitally and effectively, by being encouraged and aided to do well that which he wishes to do. When shall we learn equal wisdom in the teaching of other things?

OUR DRAWER.

ITEMS OF INTEREST FROM ABROAD.

GERMANY. The government of the principality of Reuss (junior line) has issued an order to the school authorities according to which school gardens are to be connected with the public schools. These gardens shall be used exclusively for purposes of instruction, and offer the teachers opportunities for awakening interest in the culture of fruit trees among the pupils, besides aiding botany. There are in Austria more than 8,000 school gardens, while in Germany many country schools are similarly provided.

In the Kingdom of Saxony where the teachers had hitherto been obliged to contribute to the pension fund, the government has released them of these payments and assumes all the expense. This increases the salaries indirectly, and, of course, there is general rejoicing among the teachers.

This year's budget for school purposes in Prussia contains an increase of 200,000 marks for more efficient supervison in country districts.

Kehr, the noted methodician said: "A principal who is not willingly and

cheerfully supported by his subordinate and associate teachers, resembles a naught placed before a one." How many such naughts there must be in the world.

The National German Teachers' Union numbers 38,912 active paying members (32,025 last year) which is an increase of 25 per cent. The different Teachers' Unions of Germany now have over 60,000 member.

AUSTRIA. In Stuhlweissenburg (Hungary) two boys (4 and 15 years old) had arranged the preliminaries of a duel. The parents were able to prevent a catastrophe only in the last minute. The boys stood opposite each other with loaded and cocked revolvers. They were taken home, and treated to a generous dose of unburned wood ashes.

Lately, investigations have been made in Vienna concerning the composition of impurities under the finger-nails (in polite society called the sign of mourning of the finger-nails). It is well known that poisoning of the blood has resulted from scratching smarting wounds with impure finger-nails. The result of the analysis made in laboratories of the universities showed in 78 examinations there were found 36 kinds of spherical bacteria, 18 arrow-shaped fungi, 3 "Sarcini-fungi," and other bacteria. Mould-fungi were found quite frequently. Moral: Give attention to cleanliness in school.

BAVARIA. The "Society for School Reform" proposes the following time table for public high schools, as a concession to the urgent demands of modern life:

YEAR OF LIFE.	12	13	14	15	16	17	Totals
YEAR IN SCHOOL.	I	II	III	IV	V	VI	
Religion and Morals	2	2	2	2	2	2	12
German	5	5	5	4	4	4	27
French	6	6	6	4	4	4	30
Latin	...	...	...	6	6	6	18
English (optional)	...	...	...	...	(4)	(4)	8
Arithmetic and Mathematics	4	4	4	4	4	4	24
Natural History	2	2	2	2	...	...	8
Physics and Chemistry	...	...	.	...	3	3	6
Geography	2	2	2	2	1	1	10
History	...	...	2	2	2	2	8
Vocal Music	2	2	2	2	2	2	12
Drawing	4	4	2	2	2	2	16
Penmanship	2	2	2	...	...	...	6
Gymnastics	2	2	2	2	2	2	12
Totals	31	31	31	32	32	32	197

Note:—The totals in the the right hand column state the number of hours per week devoted to each branch; the totals below, the number of hours taught each class.

PRUSSIA. According to a decision of a lower court in Cologne parents can not be prohibited from having their children educated in foreign countries, provided always the education acquired is not inferior to that offered at home. A

precedent of the supreme court was quoted according to which inhabitants of Schleswig might send their children to Danish schools, if it could be demonstrated that the instruction offered there was up to the standard of Prussian schools.

BRAZIL. An order of the republican government has abolished instruction in religion in all the state schools of Brazil.

MILWAUKEE LETTER.

PEOPLE'S INSTITUTE — UNIVERSITY EXTENSION — PRES. CHAMBERLIN'S LECTURE.

An educational meeting of considerable interest was recently held at the lecture hall of the Y. M. C. A. building under the auspices of The People's Institute, an organization which has for one of its objects the devising and carrying out of plans of popular instruction for the minor non-school population and for adults. Pres. Chamberlin addressed the meeting on the subject of "University Extension." He held that since the conditions of modern life require a wider and more varied knowledge of the forces of nature than did those of a former generation, we must prepare to face the new problems of living by elevating the standard of general education, and may as well begin to look forward to a time of universal higher education, just as our forefathers looked forward to and planted the seeds of our present universal elementary education.

Referring to the fact that the inventions and appliances which enhance the comfort of the race have developed more in the past half century than in all the preceding centuries, the speaker held that this has come not because we have added so much more than other generations, but because a store of intellectual force has been accumulated, and the present fruitage is the result of this past accumulation. To deal advantageously with the appliances of our time, the citizen must have a good share of this accumulated scientific knowledge.

The practical points presented had to do with the proposed establishment of courses of popular lectures in the larger cities of the State by members of the University Faculty, and the organization of classes for the pursuit of technical subjects, also under the guidance of the University. This kind of University extension was not new; it had proved successful during the past few years in England. In this country, our own State University might be regarded a pioneer in this field; the Farmers' Institutes illustrate the idea, being directed by the University; some years before the inauguration of the Farmers' Institutes, similar work was undertaken in the organization of Teachers' Institutes; although these were begun under the auspices of the Normal Schools, they were soon afterward adopted by the University, and this work in its present phase consists of forty lectures per year delivered by the professor of Psychology and Pedagogy of the State University. The infusion of knowledge was the chief

purpose of all these institutes; they differed only in the kind of knowledge imparted.

Some of the topics suggested for these Mechanics' or People's Institutes were: construction of houses, including sanitation; plumbing, and sewerage; elements of machinery; friction, lubrication, etc.; electric engineering; history, language and literature; pharmacy, disease germs, etc. But the greatest good would come from the development of local talent; this was clearly shown in the history of the Farmers' Institute; it had also led to a better understanding of political situations, and so would these institutes; thus they would have an important civic value.

A number of prominent citizens who were present expressed themselves in accord with the movement. Supt. Anderson confessed that he came to the meeting with some misgivings as to the scheme, but said he was converted by the presentation of the matter; he thought it best, however, to begin on the general lines before experimenting with classes in technical subjects. Rev. Judson Titsworth believed the plan opened up possibilities of great good, and that the University professors would be benefitted as much as the people. Hon. John Johnston felt more solicitude about getting the classes than about the presentation of the work; he did not observe any great hankering after more knowledge on the part of the masses, but he heartily favored the experiment. Bishop Knight in a few happily chosen and humorous remarks wished the project a hearty God speed. Prof. R. C. Spencer enthusiastically predicted the highest success. Judge Noyes announced that the next meeting would be addressed by Prof. Conover, of the State University, on the subject "Healthy Homes."

I. C.

SOME SOLUTIONS.

I.—Solutions of the farm problem in the March number were received from E. E. B., M. A. T., W. A. J. and O. H. D., before the mailing of the April number.

II.—The first problem in the April JOURNAL may be solved as follows:

A does five ninths of the work in five days; B is expected to do four ninths of the work in five days, for which he should receive $40. He receives only $36¼, consequently he only does 36¼-40ths of his share of the work. 36¼-40ths = 29-32ds, 29-32ds of 4-9ths = 116-288ths equals the part of the work B does in five days; in one day he performs 1-5 of 116-288ths = 116-1440ths. It takes B as long to perform the entire work as 1440-1440ths ÷ 116-1440ths = 12 and 12-29ths days. C does 3¾-40ths or 15-160ths of 4-9ths = 1-24th in two days. In one day ½ of 1-24th = 1-48th. ∴ it takes him 48 days to do the entire work.

A. B. A.

Answer to the problem given by J. S. in the April number of the JOURNAL:

Since A could do the work in nine days, he would receive $90 ÷ 9 = $10 per day, and working five days, he would receive 5 × $10 = $50. B would have

received \$90 — \$50 = \$40, if he had done his part as expected. He did receive \$40 — \$3.75 = \$36.25, and dividing that amount by five, the number of days he worked, gives \$7.25, what he should receive for one day's work, and to do the whole work it would take him as many days as \$7.25 is contained in \$90, or 12 12-29ths days. C received \$3.75 for two days, or \$1.875 per day, and to earn \$90, he would require \$90 ÷ \$1.875 or 48 days, the number of days C would require to do the work. J. O'C.

Solutions are received also from B. B. and from S. L.

III.—In the second example, Let x = the part of the \$200 which represents interest paid, and let y = the part of the \$200 which represents principal paid.

Then $x + y = \$200$ (1)

and .06 of (\$1000 — y), or $\frac{\$6000 - 6y}{100} = x$ (2)

Clearing of fractions,—

$100x = \$6000 - 6y$ (3)

Transposing,— $100x + 6y = \$6000$ (4)

Multiply 1st by 6, $6x + 6y = \$1200$ (5)

Subtract 5 from 4, $94x = \$4800$ (6)

$x = \$51.06 +$ int. (7)

\$200 — \$51.06 = \$148.94, amount applied to payment of principal.

J. O'C.

The second year's principal is the sum of an infinite geometrical series whose first term is \$800, and whose ratio is .06. The sum of such a series is $\frac{\$800}{1 - .06}$ or \$851 and 3-47ths. Let me make this clear. The second year's principal must be at least \$800,—(it would be \$800 if all of the \$200 were applied to reduce the principal). But the interest of \$800 for one year is \$48. If \$48 of the \$200 are applied to pay interest due, then the second year's principal is at least \$800 +\$48. Then the interest due at the beginning of the second year is at least 6 per cent. of \$48 more than \$48. The second year's principal is at least \$800 + \$48 + \$2.88. Continuing this reasoning I find that the second year's principal is \$800 + 6 per cent. of \$800 + 6 per cent. of 6 per cent. of \$800, and so on, to an infinite number of terms, or $\frac{\$800}{1 - .06}$ or \$851 and 3-47ths as given above. A. J. H.

PUPILS' SOLUTIONS OF THE PROLEMS.

NEW LISBON, Wis April 18, 1890.

ED. JOURNAL: I submitted the problems of the April JOURNAL to my school, with the request that they work, if at all, without help. Geo. Nichols, Walter Hughes and May Ramsey solved the interest example; and Geo. Nichols, the labor example. I enclose solutions as handed to me. Yours truly, Geo. S. Grubb.

If A gets \$90 in nine days in one day he gets \$10. \$50 = what A gets in five days. \$40 = what B expected to get. \$3.75 ÷ \$2 or \$1.865 = what C got in

one day. \$48 — \$3.75 ÷ 5 or \$¼ = what B got in one day. \$90 ÷ \$1.875 = \$48, number of days take C to do all. \$90 ÷ \$7.25 = \$12 and 12–29ths, number of days took B to do all.

Let x = amount applied as principal.

200 — x = amount applied as interest.

6 per cent. of \$1000 = \$60 interest if principal had not been reduced.

$\frac{6x}{100}$ = interest on principal applied.

$60 - \frac{6x}{100} = 200 - x$

$6000 - 6x = 20000 - 100x$

$94x = 14000$

x = 148 and 44–47ths, amount applied as principal.

200 — 148 and 44–47ths = 51 and 3–47ths, amount applied as interest.

A NEW PROBLEM.

P. S. Will some one solve this (Arith): A teacher closed his school shortly after twelve. When he began the afternoon session the hands of the clock had changed places. How long was the nooning, and when did the afternoon session begin? G.

THAT \$6000 FARM PROBLEM AGAIN.

Notwithstanding the four solutions given in your April number, "typical" as is stated, of numerous others received, I venture to question the correctness of the answer given, and the propriety of the process by which it was reached. The problem is: A man bought a farm for \$6000, and agreed to pay principal and interest in three equal annual installments. What was the annual payment, interest being six per cent?

I can see no propriety in applying the principles of the U. S. Rule for Partial Payments, or what is equivalent, computing compound interest, for no authority for such a process appears or is necessarily implied in the wording of the problem; and therefore to compute compound interest on a note or agreement so worded, would be a violation of Section 1689, of the Revised Statutes of Wisconsin. I consider the problem one in simple interest, as though three separate obligations were given for sums amounting to \$6000, and which in one, two and three years respectively, would at six per cent. simple interest amount to an equal sum.

To find what that sum is, the following formula will serve:

$$\$6000 \div \left(\frac{1.00}{1.06} + \frac{1.00}{1.12} + \frac{1.00}{1.18}\right) = 2235.71 + \text{Ans.}$$

An Old Farmer.

THE BOSTON LATIN SCHOOL.

The following extract from a letter by ex-President Airey, of the Whitewater Normal School, has come into our hands and will interest many readers:

MY DEAR SIR:—I attended the commencement exercises of the Boston Latin School, and it occurred to me you would be interested in them. I enclose the program.

The premises cost over $800,000 and the house is built in the form of the letter H and fronts on two streets, the Latin occupying one front, the English the other, and they are counterpart. The school was founded in 1635, is the oldest school in the United States, and discounts the founding of Harvard University one year. It is a model school. The relation between students and masters appeared to be altogether friendly. The general appearance of the school is gracious, the bearing of the students very gentlemanly, nothing strained or unnatural, but easy and familiar, gentlemen-born every one of them. Their musical talent is unsurpassed by any school that I have seen, the modulation of their voices, both in singing and speaking, being perfect. The breadth of their intellectual culture did not surpass Wisconsin Normal School students, did not equal them I should say, certainly not in depth of thought; but I may not be an impartial judge.

Questions of such vital interest may not press upon the eastern students and instructors, which may account for the seeming difference, but then, their course is six years and yours only four. The masters are very scholarly men and very approachable. I like them and you would.

The class poem was equal to any poem given by schools of the same grade, and I think I may say it surpassed any I ever heard. The class address was not strong. The medley was very witty, and that was all it endeavored to be. The presentation of the flag was commonplace. The banjo and cornet solos were very fine. The cornet solo was rendered by a boy of thirteen, very small of his age, and when the applause subsided the little fellow ran among the large audience, and jumped into his mother's lap. Of all the exercises the poem and the banjo solo were the master-pieces. In connection with the school is a commodious armory and drill room where all able bodied students are obliged to drill at regular periods. When all branches of the high schools turn out for parade, they number 1500 strong and present a very soldierly appearance. They also have an athletic and an industrial department. The industrial does not pass the lines of carpentry and is pursued only to a limited extent. The school appears but once a year before the public in a literary way and always on Washington's birthday. In military form it turns out when occasion calls. I have written thus much without the slightest prejudice that you may have only what you wish, the truth.

HE who indulges in enmity is like one who throws ashes to windward, which come back to the same place and cover him all over.

IN THE SCHOOL ROOM.

ARITHMETIC IN THE MIDDLE FORM.

Here is a device—if I may use the term—which, it seems to me, is well adapted to stimulate thought on the part of the pupils and arouse an abiding interest in the study of arithmetic. Suppose the pupils meet with the following example in the text-book: A father and son, working an equal number of days, earned $47 1-5; the father earned $1½, and the son $9-16 a day; how many days did they work? The pupils have been taught to add, subtract, multiply and divide fractions; still the example puzzles them. They seem to be on the very brink of comprehension, but fail to comprehend. Then I write the example on the blackboard, changing it so that it may read thus: A father and son, working an equal number of days, earned $6; the father received $2, and the son $1 a day: how many days did they work? No sooner do the pupils see this example, than their faces beam with delight. They understand it.

After they have gone through the solution of it, they will be able to work the example in the text-book, and they will take to it with a zest. Finally, I have them write on their slates, and then solve, two or three original examples involving the same operations.—*Teacher of the Common School at Steinthal, Wis.*

SUGGESTIVE PARAGRAPHS.

—Too often the main end, the enjoyment and comprehension of a great work, is lost sight of in the excessive explanation of allusions and phrases. It is, of course, essential to accurate scholarship and honest thinking that the meaning of each word and phrase as used by the author should be understood. It is not, however, essential that the history and etymology of a word should be explained, except in so far as light is thereby thrown on the use of the word in the passage under consideration. The mature mind prefers that its facts and ideas should be acquired in large masses of logically connected material. The miscellaneous information obtained in notes remains in the student's mind till an examination is passed, and then, for the most part, gradually evaporates. —*Canadian Educational Monthly.*

—Andrew Carnegie says that the best gift which can be given to a community is a free library, provided the community will accept and maintain it, as a part of the city property, as its public schools, and make it an adjunct to them. "When I was a boy in Pittsburg," he says, "Colonel Anderson, of Allegheny, opened his little library of 400 books to boys. Every Saturday afternoon he was in attendance himself at his house to exchange books. No one but he who has felt it can know the intense longing with which the arrival of Saturday was awaited, that a new book might be had. My brother and Mr. Phipps, who have been my principal business partners through life, shared with me Colonel Anderson's precious generosity, and it was when revelling in these treasures that

I resolved, if ever wealth came to me, that other poor boys might receive similar opportunities."

— Reform must come from within. A whipping cannot reform a boy. It possibly may call his attention to his sins and so stimulate his will power that he will reform. Too much is done for the pupils of many graded schools in one direction and not enough in another. Too many rules or regulations are to be obeyed just because they are regulations. While there is a moral training in this, there is a higher moral training growing out of their being made to see the justice of these requirements. They obey them because it is right. They grow to need no regulations. They act upon principle.—*Progressive Teacher.*

— Have confidence in yourself. The moment your pupils discover that you are not sure of your ground, either in the matter of scholarship or in that of management, your position is a critical one. A large proportion of the difficulties arising in the management of unruly pupils comes from the fact that, having "taken the teacher's measure," and having found him hesitating, or, worse yet, afraid of them, they do not hesitate to give him all the annoyance possible.

SOME TEACHING DEVICES.

SUGGESTIVE QUESTIONS.—The following suggestions open the way for much profitable talk in the home or school:

New islands in the ocean are in time covered with vegetation. How did the seed get there?

Throw some maple fruit in the air, and, watching the fall, tell why they are winged?

Who gathered the half-peck of chestnuts I once found hidden in the leaves, some ways from the tree?

Why are "thimble-berries" so often found growing by a stone or post?

Why do not sheep and cockle-burrs thrive in the same field?

What use was there for your horse coming in with his tail and forelock full of burrs?

What were the "stickers" on your clothes after the ramble in the woods? — *The Kindergarten.*

Criticise and improve the following sentences:

1. He answered all the questions that were put to him in a satisfactory manner.
2. He didn't act like he should have done.
3. You hadn't ought to set so near the fire.
4. I expect he often wished he was at home again.
5. Ten years' experience of its working have convinced me of that.
6. He would not lend it to me without I promised to return inside a week.
7. If that is the case I will be worse off than ever.

How many values has *eo* in the following:—

"Who*e*ver do*e*s in a po*e*m rhyme fello*e* with cano*e* is a wrong do*e*r and a fo*e*tid fo*e* to mercy."

IN SPELLING.—Classes in Geography or History take their places at the blackboard, and the teacher dictates six or eight words to be written. Each adds his name to his work and sits. The exercise takes two minutes, and yet it forms the valuable habit of looking carefully at the spelling of each new word met in the lesson.

IN GEOGRAPHY.—Try the following method of making a sectional map. I have found it very good for teaching direction, location, products, etc.: Draw the map on heavy paper, (or else on thin paper and paste it on the heavier afterward,) then with a sharp knife or scissors, cut carefully on each boundary line. Use as your judgment may direct.

WAYS TO USE PAPER.—It is remarkable the number and variety of uses the ingenious teacher finds for paper. Indeed paper folding is now carried on side by side with the drawing exercise in every well conducted primary school. Designs may be cut out of paper and used as a basis for the drawing lesson. The various geometric forms may be thus made and used in connection with lessons in drawing, geography, arithmetic, geometry, physics and astronomy. The various forms of crystallization may be constructed from card-board, and used to advantage with advanced classes.

FRIDAY AFTERNOONS.—A successful teacher told me of a course of exercises she was using as part of her Friday afternoon program. The scholars voted for some animal about which they would like to talk the following Friday. When this was decided, two or three pupils were assigned to bring information on especial topics, as habits, locality, where found, etc. The rest of the school were to gather additional items of interest, pictures, or striking anecdotes. The children were much interested in these weekly talks, and the lessons were to them a means of help in both information and language.

IN LANGUAGE.—This is my system of teaching language: I have the children write a story every day, and to get them interested use the following expedients. Read them some attractive story and have them reproduce it. Tell about a battle; show a picture of it. Write a list of short words on the board, and have the children use them all in their stories. Bring into the class a flower, a piece of coral, an insect, a little turtle, a mouse, or any other object in which children are always interested, talk about it and pass it around the class for examination. Thus many interesting subjects for stories may be given, and much general information may be furnished along with the language work. What seems to interest most is to describe an animal, not telling its name, and let the class write about what they think it is. Afterwards tell which ones guessed it right. Always give them something new before they get tired of the old.

Insist that they look over their stories before handing them in. If there is a word which I cannot read, I have them copy the whole story over until it is plain.—*L. B. in Col. School Journal.*

OUR BOOK TABLE.

A MODEL SCHOOL HISTORY OF ROME.

A SHORT HISTORY OF THE ROMAN PEOPLE, by William F. Allen, late Professor of History in the University of Wisconsin. Ginn & Co.; 370 pp., $1.40.

Between the meagre record of political struggles and foreign wars which constituted the common school history of a few years ago and such a compendium as this the difference is very great. The title chosen for the work shows its purpose. It is a study of the growth of the Roman people, their policy, their institutions, their art and literature and their religion, the process by which their dominion was extended and organized during the republic, the causes of the failure of self-government, the reorganizations under the empire, and the train of causes which led to the final disintegration of the empire. The little volume thus reviews the whole of Roman history, and the intelligent reader is constantly impressed with the grasp and accuracy and critical acumen of the author. Subjects are touched briefly but not superficially, and we are conscious of the large back ground of investigation and knowledge which supports the statements of the text. In another particular the book is exceptional. It is not a school teacher's compendium but is built upon a thorough knowledge of the original authorities, and with the independence of assured scholarship. While Monnuson's great work has clearly formed the basis of this, the author uses it with critical discernment, and at times differs from it. The notes at the bottom of the pages afford constant evidence of the variety and extent of the knowledge which the limitations of the volume kept back. We read the book with a feeling of profound sorrow that its lamented author was cut off in the maturity and fullness of his powers, just when he seemed fully ripe for the larger endeavors which would certainly have come had his life been spared. As it is we may rejoice that he has done so worthy and valuable a work in the public schools, in which he was so deeply interested. His book will certainly contribute powerfully to the introduction into them of that richer and more significant teaching of history for which he so earnestly longed. We wish that this book, with the companion volume of Dr. Meyer's on Oriental and Grecian history as a part of which it was prepared, might become the text for instruction in Ancient history in all the schools of this state.

—LAKE CHAMPLAIN AND ITS SHORES, by W. H. H. Murray, (De Wolf, Fiske & Co., Boston, 261 pp., $1.00,) combines the enthusiasm of a sportsman and out-of-door liver with the love of fact and picturesque narrative of the historian. Mr. Murray would have the Adirondacks, Lake Champlain, and Lake George, (which he insists shall be the Horicon,) to be the great pleasure ground of the American people, and finds them more picturesque and better sporting regions than any other part of the continent. But they are further interesting for the historic and romantic interests gathering about them, the value of which

we are just beginning to appreciate. The limits of the book forbid a connected and exhaustive treatment of these, instead of which we have, which is likely to prove more attractive to most readers, a series of brief, vigorous and delightful sketches of events connected with the lake, with sufficient local color to make the narrative doubly attractive. With Champlain, the Iroquois, Ticonderoga, Crown Point, McDonough, Arnold, and so on, there is no lack of historic interests, and the camping, yachting, and fishing, which is described as the best in the United States, hold out strong inducements to summer visitors.

—Circular No. I of the Bureau of Education for 1890, is the ninth in the series of monographs on American educational history edited by Prof. H. B. Adams, and entitled THE HISTORY OF FEDERAL AND STATE AID TO HIGHER EDUCATION IN THE UNITED STATES, by Frank W. Blackmar, (343 pp.) The subject is one of great interest and it is very fully treated. We have space only for a single sentence from the very interesting history of the University fund in Wisconsin: "There is probably no worse example of mismanaged public educational funds on record than is to be found in connection with this institution." The University tax is the state's restitution for the mismanagement. Circular No 2 of 1890 is PROCEEDINGS OF THE DEPARTMENT ON SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION IN 1889, (300 pp.)

—HARPER'S SCHOOL SPEAKER, by James Baldwin, first book, (Harper & Bros., 240 pp.,) is an unexpected and valuable addition to their very admirable series of readers. It is not a miscellaneous collection of selections for declamation, but has in view two special occasions, Arbor Day to selections for which the first part is devoted, and Decoration Day which claims the second part. Its appearance is very timely as a help to the schools in improving these occasions for the appropriate cultivation of their pupils. In preparing for the first many teachers, as we know, have been at a loss to find material. It is really surprising how difficult it is to find really suitable matter for this new festival, and perhaps this fact is one proof of our need of the day. New love of trees begotten by it in the children will produce a new literature of trees for children, and make them more heartily enjoy the beauty of trees. Dr. Baldwin has gathered inspiring poetry and prose for both occasions, and his volume is sure of a warm welcome from teachers and children.

—THE WORKING PRINCIPLES OF POLITICAL ECONOMY—A book for beginners, by S. M. Macvane, (Effingham, Maynard & Co., N. Y., 392 pp.,) is especially characterized by the effort made in it to keep close to actual affairs. The author tells us that "the facts discussed are taken in their ordinary observable form; the student is asked and helped to analyze them, with a view of perceiving their relations to each other, and the underlying principles by which they are controlled." This by no means easy task seems to have been well executed, and the result is a book of more than usual interest and vitality. It will stimulate those capable of using it both to observation and to thought, and thus make the subject a real one to them.

—HISTORY OF EGYPT, by F. C. H. Wendel, (D. Appleton & Co., 158 pp.; 45c.) belongs to the series of History Primers, of which it is the latest issue. Regarding the sources of his book the author says: "I have as a rule, confined myself to the Egyptian monuments, using foreign sources only in emergencies, where no native sources are extant for the period in question." This gives unusual interest to the primer, which bears throughout evidence of competence in its author. His position in regard to chronology is also wisely conservative. He gives everywhere the latest date which can be assigned to the monarch in question. He has made a compact and interesting narrative, putting the reader on the track to study the Egyptians as they were; we regret that want of space has compelled omission to treat the science, art and literature of this people. The primer closes with the conquest by Alexander the Great.

—To their "Teachers' Manuals" E. L. Kellogg & Co. have lately added No. 13, HOW TO CONDUCT THE RECITATION, by Prof. Charles McMurray, of the Winona Normal School, which contains a very clear and suggestive presentation of the views on this subject developed by the school of Herbart in Germany, and especially by Prof. Ziller, of Leipzig. Also as No. 14 of the same series, R. Brudenell Carter's excellent paper, which first appeared in Winslow's Journal of Psychology in 1859, ON THE ARTIFICIAL PRODUCTION OF STUPIDITY IN SCHOOLS. This paper has been often referred to, and is indeed an admirable discussion of a most important subject, and we are glad to see it made accessible to American teachers. Both these pamphlets are of real value and we heartily commend them to teachers. (15c each.)

—THE PUBLIC SCHOOL MUSIC COURSE, by Charles E. Whiting, (six books. D. C. Heath & Co., Nos. 1 to 5, 25c. each; No. 6, 54c.) offers a thoroughly graded course of instruction in music, adapted to the wants of the public schools by one who was for many years instructor in music in the Boston public schools. The first two books are designed for primary grades, the next three for intermediate, and the sixth for grammar grades. Each contains, besides the matter for instruction, a collection of appropriate songs, musical, simple, with wel chosen words, and thus affords just what the pupils need and are prepared to appreciate. The series seems to us admirable, and we heartily commend it to the favor of teachers.

—A GERMAN READER FOR BEGINNERS, with notes and vocabulary, by Edward S. Joynes, (D. C. Heath & Co., 277 pp.; $1.00.) attracts attention by its originality. It is for beginners, and the first part offers inter-linear helps. The extracts are so easy that they may be undertaken as soon as the grammar is. The second part is devoted to easy, familiar prose; part third to poetry; part fourth to more difficult prose selections, and part fifth to letters. The matter is thoroughly progressive, as are the notes, and the whole is designed only as an introduction to the reading of whole works of German literature, of which a large number suitably edited are now accessible.

—We are glad to see that the little pamphlet LESSONS IN MATHEMATICAL GEOGRAPHY, with Introductory Exercises in form, by Prof. S. Y. Gillan, of the

Milwaukee Normal School, has reached a third edition. It introduces the student very systematically to the chief problems of mathematical geography, so as to make him a careful and original thinker on the subject. Considerable experimental work is suggested, and the problems, of which we wish there were more, test and develop accuracy in the pupil's conceptions.

—E. L. Kellogg & Co. have placed on the market the first small, handy, cheap and effective pencil sharpener we have seen. It can be placed in any desk drawer, needs no fixing or fastening to make it ready for use, is so simple that any child can use it, weighs but six ounces and costs $1.50. They call it the "Unique" pencil sharpener, and it deserves the name. One who has used it will never again dirty his fingers and exhaust his patience sharpening pencils with a pen knife.

—LAYS OF ANCIENT ROME, by T. B. Macauley, is the latest issue in the Riverside Literature Series. (Houghton, Mifflin & Co., 15c.) Besides the author's introductions, explanatory notes have been given where necessary. The stirring lays explain themselves to the imagination of an intelligent boy, for whom they furnish the best possible introduction to a knowledge of the Roman people.

—Houghton, Mifflin & Co. have added to their Riverside Literature Series the LONGFELLOW LEAFLETS, HOLMES LEAFLETS and WHITTIER LEAFLETS, collected and each bound in a pamphlet uniform in appearance with the other issues of the series but a little larger in size. These leaflets are profusely illustrated and contain short prose and poetical selections from the authors. (15c each.)

—THE POLYGLOT PRONOUNCING HAND-BOOK, (Rand, McNally & Co., Chicago, 77 pp.,) affords help where one often feels the need of it very keenly, in pro-current geographical and other proper names from foreign languages. The words are respelled, syllabicated and accented. The arrangement is partly by languages and partly geographical.

—UNITED STATES HISTORICAL OUTLINES, for teachers and students, by F. Gillum Cromer, (published by the author, Greenville, Ohio, 107 pp.; 50c.) offers a scheme, or arrangement of the chief events and dates of the history of the country, with some parallel events in European history.

—NUMBERS UNIVERSALIZED—AN ADVANCED ALGEBRA, by David M. Sensering, (D. Appleton & Co., 176 pp.) concludes a valuable series of mathematical text-books. This part treats of series, functions, determinants, the theory of equations, and continued fractions.

—To their Modern Language Series D. C. Heath & Co. have recently added Freytag's AUS DEM STADT FRIEDRICHS DES GROSSEN, edited with notes by Herman Hozer. This essay gives an excellent and truthful view of the great Prussian king.

—Effingham, Maynard & Co. have added to their English Classic Series, THE SKYLARK AND ADONAIS, containing a dozen poems by Percy Byssbe Shelby, the first and last of which have been selected for the title. (12c.)

—THE RHODE ISLAND SCHOOL REPORT for 1889 is on our table. It contains a number of interesting papers together with the report of the school commissioner and the digests, tables, etc.

—No. 11 of E. L. Kellogg & Co.'s Reading Circle Library contains two papers by Jerome Allen, TEMPERAMENT IN EDUCATION, and SUCCESS IN TEACHING. (50c.)

LITERARY ITEMS.

—The sketch of the early life of Hensik Ibsen in the May *Atlantic* shows how the great Norwegian poet and dramatist was trained for his life work. Some Popular Objections to Civil Service Reform is concluded and is a very strong paper. Literary Shibbolettes, by Agnes Repplier, serves up sham admirations of literary works, supporting the doctrine read what you enjoy no matter what others (critics) say. Two admirable short stories, Rudolph and Roel's Salvation will be eagerly read. The serials and reviews maintain the high standard of the *Atlantic*.

—*Scribner's* opens with an appreciative study of Millet as painter of Barbizon scenery. The article on The Theatres of Japan is unique and full of interest. W. A. Linn gives a very favorable account of co-operative House Building and its results. The second paper on the Rights of the Citizen is by F. L. Stetson and discusses his Rights as a User of Streets. Schuyler's account of Corinne and its authoress is delightful, and The Point of View discussions are fresh and suggestive.

—The May *Arena* is full of good things, among which we mention Prof. Shaler's Rock Gases, Rev. Heber Newton's The Dogmatism of Science, Rabbi Schindler's discussion of The Divorce Problem, Prof. Hennequin's paper on The Ethical Requirements of the Modern Drama, and J. T. Bixby's Study of Tennyson as voicing the Questionings of the age. The Arena has made a large place for itself among intelligent readers.

—*Wide Awake* is full of bright, instructive and entertaining matter for young folks. The only wonder is that it can be furnished so cheap.

—Ginn & Co. have in press *Political Science and Comparative Constitutional Law*, by J. W. Burgess, Professor of Constitutional and International Law and History in Columbia College. The work will be in two volumes and sets forth the general principles of modern political science and constitutional law. The first volume treats of the Nation and the State, as concepts of political science. The formation of the Constitution, also, is regarded and treated as a political, not a legal process. Under the head of Constitutional law, the author describes the organization of liberty and of government. The latter topic occupies the entire second volume. The typical constitutions selected for comparison are those of France, Germany, England and the United States.

—Other interesting announcements by Ginn & Co. are *Sidney's Defence of Poetry*, edited by Prof. Albert S. Cook, with modernized spelling, and an introduction and copious notes. *The Nine Worlds*, by Mary E. Litchfield, tells in a simple way the story of the old Norse gods, based chiefly upon the Eddas. *The Reference Hand Book of English History*, by W. H. Guerney, places persons and dates before the reader in accurate relationship, saving from confusion and affording means of easy and certain reference. *From Colony to Commonwealth*, by Nina Moore Tiffany, contains stories of the revolutionary days in Boston, and is the second volume in the series of which Pilgrims and Puritans is the first. *The Harvard Historical Monographs* are two volumes published by authority of the Corporation of Harvard University. No. 1 will be *A History of the Veto Power in the United States*, by Edward Campbell Mason, and No. 2 will be *An Introduction to the Study of Federal Governments*, by Albert Bushnell Hart. It is hoped that these may form the beginning of a series. *The Morning Hour*, a devotional song book; *Common School Music Charts*, and Prof. Hardy's *Elements of the Calculus* are also promised soon.

—The May *Popular Science Monthly* opens with an appreciative sketch of its founder, Prof. Edward L. Youmans. Herbert Spencer's paper On Justice, a chapter from his forthcoming work on Ethics, will command attention. Secondary School Programs, French and American, by G. W. Beaman, shows how much our schools are behind those of Europe in the work they do. Sumptuary Laws and their Social Influence shows the failure of this kind of legislation.

NEWS AND NOTES.

—The decision of the State Supreme Court in the Edgerton case is to be issued in pamphlet form by the State Superintendent, and distributed to school officers throughout the state. It has received less comment in Wisconsin than in other portions of the Union, probably because the provisions of our State Constitution and the prevalent usages of our schools have prepared the way for the decision.

—Supt. A. W. Millard, of Green Lake County, has resigned his place to accept a position in Minneapolis. The County loses thereby a faithful and efficient officer, whose long service has done much to improve the schools.

—A principal of one of our high schools writes: "A paper which appeared in a late number of the JOURNAL on Theory and Art in the High Schools, in which letters from several teachers were given, telling what they are doing in this branch in their schools, seems to me a move in the right direction. Would it not be advisable to have something similar on Literature, Rhetoric, etc.? I think that a free parliament in our State Association for similar work would be a fine thing for us who are young in the profession. The topics need not be limited to studies, but various points of management might be talked about. I think such a plan, if the teachers were free to talk, might be very profitable." So far as the JOURNAL is concerned, we heartily support the motion, and ask for brief suggestive information from teachers as to their work, such as our correspondent refers to, for publication.

—The circular for the National Educational Association issued by the committee of the Wisconsin Teacher's Association came to hand too late for insertion in full. The committee are Pres. A. Salisbury, Prof. A. J. Hutton, Prin. R. H. Halsey, Pres. J. Q. Emery and Prin. E. R. Smith. The railroad rates from all parts of the State will be one lowest first class fare for the round trip, plus $2.00 membership fee. These will be issued July 3, 6, 7 and 8, and will be good to return until August 31. Hotel rates from $1.50 to $3.50 per day, according to accommodations. Board at private houses will be from $1.00 to $2.00 per day, and persons applying to the committee before starting for St. Paul can receive notice of their stopping places before starting. Applications for assignment to private houses should be made to L. J. Dobner, Hotel Ryan. St. Paul, Minn. Wisconsin headquarters will be at the Windsor Hotel, and those wishing accommodations there should correspond with Pres. Salisbury before June 1. The headquarters of the National Association will be at the Hotel Ryan. If you wish to see the circular ask the chairman of the committee for a copy and one will be sent to your address.

—Supt. Wiswall, of Sauk County, has issued to his teachers a circular on Arbor Day, urging the observance of the day for the beautifying of the school grounds and giving directions what trees to plant, where to plant, and how to plant them.

—Principal J. R. Wise, of the Medford public schools, writes: "Several months ago a local Teacher's Association for this section of the State was organized at Marshfield. It is intended to take in the towns along the line as far north as Medford. Though started by the graded school teachers it is not the intention to make the programs exclusive to rural school work. Two

fairly successful meetings have been held at intervals of four weeks, the last on Saturday, March 29. The next meeting takes place here on April 26. I shall make a determined effort to have a rousing meeting."

—Supt. Severin, of Calumet county, and Supt. Bunnell, of Juneau county, each urges upon teachers the general observance of Arbor Day, give directions as to suitable exercises, preparations for tree planting, etc., and ask all teachers to report how the day was observed by their schools.

—The general program of the National Educational Association is as follows: Tuesday, July 8, 2:30 P. M. Addresses of Welcome by Gov. Merriam, of Minnesota, Mayor Smith, of St. Paul, Pres. Northrop, of the University of Minnesota, and others. Three minute responses by the officers of the Association, the Commissioner of Education, State Supt. Hoitt, of California, Pres. Sprague, of the University of North Dakota, and others. Tuesday evening, an address by Bishop C. T. Quintard, of Tennessee, on Essentials to Success in Teaching. Wednesday morning, Psychological and Pedagogical Observation, by Geo. P. Brown, of Bloomington, Ills.; Examinations as Tests for Promotion, by Supt. W. H. Maxwell, of Brooklyn, N. Y. Wednesday evening, The Moral Value of Art Education, by Ada M. Laughlin, of St. Paul; The White Cross Movement in Education, address by Frances E. Willard. Thursday morning, Compulsory Laws and their Enforcement, Oscar H. Cooper, Austin, Texas; The Correlation of Subjects in Elementary Schools, by J. W. Stearns, Madison. In the evening, The Place and Function of the Agricultural College, by D. L. Kiehle, Minneapolis, and Louis Mc Louth, Brookings, South Dakota. Friday morning, Organization and System vs. Originality and Individuality in Teacher and Pupil, by Henry Sabin, Des Moines, Iowa. Evening, The Race Problem, in three addresses, by Hon. A. A. Grundy, Monroe, Louisiana; Pres. J. C. Price, Livingston College, Salisbury, N. C., and Hon. Henry W. Blair, U. S. Senator from New Hampshire. The program provides for discussion of each of the papers by able speakers.

—Of the cheap "process" editions of Webster's Dictionary which are now on the market, since the copyright of the early editions of that work has expired, G. and C. Merriam, the enterprising publishers, say: "There have lately been placed upon the market several books called "Webster's Unabridged Dictionary," "The Original Webster's Unabridged," "The Mammoth Webster Dictionary," and the like. They are sold at a very low price, or given as a premium, and in many cases they are represented as being substantially the same with Webster's Unabridged which we now publish, and which is generally accepted as the highest authority in the English language. These books are cheap and inferior reproductions of early editions of Webster which have long been superseded by modern improvements. There remains undoubtedly some permanent value in these now ancient books. But it should be clearly understood that both in a mechanical and a literary sense these cheap reprints are essentially inferior to the Webster of to-day, that they are from thirty to sixty years behind the times, and that they cannot be depended on as a standard authority. A word as to the claim of unparalleled cheapness. We learn that it is often asserted that these reprints are

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the substantial equivalent of "an eight to twelve dollar book." In fact, the best of them is only a literal copy of a book which in its day we regularly sold at a wholsale price of from $4.00 to $5.00 and which was retailed at from $5.00 to $5.50. This, too, although that book was much superior in paper, print, and binding to the present imitation, and was then the best Dictionary of the time instead of an antiquated one."

—The *Popular Educator* pokes fun at the Boston Board of Supervisors for the rhetorical character of their last report, which sins after the manner of certain advocates of the "new education" whom much learning hath made mad. It says of the report: "The good lady supervisor who wrote it evidently thought that her opportunity had come to show to the people of the modern Athens what she could do with her pen. Speaking of certain modes of government, she says, 'They are rather conformed to the laws of a true psychology, which show us that the conscious will comes into play only in those channels of vibration which the unconscious will has opened, and that to start into activity some absorbing interest or dominant purpose will soon clear the way for the unconscious will, so that its operation will outstrip compulsion or even resolve, and bring into obedience every faculty to reorganize effectually the most complex structure."

TERRACED BAY VIEW.

THE FAIREST OF SUMMER CITIES.

A few years ago while wondering where to spend my vacation, someone suggested Bay View in Northern Michigan, near Petoskey. I had heard its praises from many tourists, and quickly decided to go. And now every year since, I have been in the July throng bound for that favored resort. Then Bay View was small, now it is large, popular and famous. If at times I appear enthusiastic, charge it to the marvelously exhilerating climate and unsurpassing beauty of the fairest of summer cities. It looks out from amphitheatre terraced groves encircling the head of Little Traverse Bay out of Lake Michigan. A more beautiful bay cannot be found in all the world. Dotted with pretty summer resorts plainly visible from miles away through that remarkably pure and clear air, from this vantage point travelers often compare it to the Bay of Naples. It is left to the sunsets to complete the picture. Go where you will, more beautiful sunsets cannot be found, and every pleasant evening the people go down to the beach or may be seen gathering in groups along the terraces to gaze on the splendid scene as Old Sol sinks below the horizon. At Bay View they have learned how to profitably utilize vacations. Instead of killing time, rest and recreation are varied with popular schools and entertainments. The place has become a favorite educational center, and its

SUMMER UNIVERSITY AND ASSEMBLY

now rank among the largest and best in this country. THE COLLEGE OF LIBERAL ARTS under Prof. David Howell and a select faculty from the leading colleges and universities, has established a reputation for high grade work, and there teachers may see illustrated by instructors, from Primary and Kindergarten Normal departments up to University classes in all branches, the methods and enthusiasm which have made their own work so successful. At Bay View one can find schools in almost every department of study and it is surprising how much can be accomplished in a brief period.

THE BIBLE SCHOOL

is especially rich in privileges and attract-

ing wide attention with such conspicuous scholars at the head of departments as Rev. Dr. J. T. Duryea, Prof. F. K. Sanders, from Yale, Prof. Frederick William Phelps, formerly at the University of Kansas, and in its Sunday School Normal work, where Mr. Horace Hitchcock, of Detroit, and Mrs. M. G. Kennedy, of Philadelphia, are teachers. Of other departments of the University,

THE SCHOOL OF MUSIC

is very superior. Among the instructors are Prof. C. C. Case, of Cleveland, for chorus and voice, while for piano work Prof. C. B. Cady and Miss — Wood, from the Chicago conservatory, are teachers. The the musical lectures and recitals which made the department so popular two years ago will be a feature this year.

Mrs. Edna Chaffee Noble, who stands in the front rank in her profession, is at the head of the SCHOOL OF ELOCUTION.

A department always in great demand is the SCHOOL OF ART, in which Prof. Henry A. Mills, dean of the DePauw university art school and an artist of splendid ability, is director and teacher. Wood Carving, China and Tapestra Painting are taught by successful artists.

THE ASSEMBLY.

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H. M. J.

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ECONOMY IN PUBLIC EDUCATION.

[Read before the Farmers' Institute at Whitewater, March 20th, 1890.]

In discussing the subject of Economy in Public Education, I shall consider it largely from the farmer's stand-point, partly because I am addressing a Farmer's Institute and partly because, in our western land at least, the country school is the chief school of the people, the fundamental factor in the education of our youth. A large majority of the leading business men and professional men of our cities, even, laid the foundation of their career in country life and country schools.

It is a familiar truism that there is no better way to begin life than as the son of a good farmer, on a good farm; but that the school-training furnished to farmers' children is the best that is practicable, or anything near what it ought to be, is an entirely different and less defensible proposition. I am a farmer's son; and did not leave the farm finally until my 26th year. I may therefore assume that I know something by contact and experience of the farmer's environment, of his modes of thought and his view of life, and also of what his children receive in school.

The farmer is a man whose ideas, whatever they may be, are pretty positive and well-rooted. And no one of his ideas is more deeply-rooted than that of the necessity for economy, the idea that money must be used sparingly. He may be wasteful of corn, hay, manure, fuel, horseflesh or machinery, but never of cash. He may let the rats take tithes of his corn-cribs and oat-bins; he may let his hogs and cattle trample good feed into the mire; he may let the plow winter in the fur-

row and the reaper by the road-side; he may cut sound, growing trees while fallen or dying timber encumbers his wood-pastures, and be guilty of many other wasteful practices; but dire necessity forbids him to be wasteful of money. Indeed, the more he wastes of everything else, the less of money he has to waste; and all of these facts which I have been hinting at go to show that the enforced and prevailing economy of the farming class is not always, after all, a wise or true economy. An enforced economy is apt, in the nature of the case, to be a short-range and suicidal economy. That economy which guards against the waste of money only is too partial and one-sided. And no attempt at economy is so deceptive and unsuccessful as that which takes the form of buying "cheap" things, of trying to make money go far by exchanging it for commodities of low grade or poor quality.

Economy is a broad word. At the cost of seeming schoolmasterish I will remind you that it is a Greek word meaning in the original the wise management of the house, all around. Care in purchasing and self-denial as to outlay are wise in themselves; but they constitute only one side of true economy.

In this matter of purchasing, the wider my own experience becomes the more fully I accept the paradoxical saying, —"There are no cheap things." The best is the cheapest almost everywhere. This is certainly true of shoes and other clothing, of tools, of furniture; indeed, of what is it not true? Of course I need not explain that the costliest is not always the best. We can not afford to pay highly for novelty, for frippery, or unsubstantial decoration; but for solidity, honesty and excellence of material and make, we can not afford not to pay; for we shall not get them without paying.

For a single item, consider how much money is annually squandered in this state alone for flimsily and dishonestly made, foolishly and untastefully ornamented furniture and bric-a-brac, that quickly drops to pieces in our over-heated rooms. In the single matter of cabinet organs, how much is paid every year for cheap, "shammy" works in absurdly elaborate cases. A wider survey would only tend to confirm the conclusion that there are no really cheap things but good things.

The farmer well knows this in many things; or, rather, many farmers know it and more are coming to know it. The man who has bought for use one "Cincinnati" buggy has not had to wait long for an example under the rule. Nobody is short-sighted enough to buy cheap

seed; and few remain, I trust, who have any use for cheap breeding animals. If we need a lawyer, we do not often seek the cheapest one; still less is cheapness a recommendation if we need a doctor. And even in hiring a man of all work, cheapness is not often the criterion.

The farmers of Wisconsin no longer winter their milch cows at the straw-stack in the open field. That is too cheap. They no longer burn the straw-stack itself as a cheap mode of disposal. The farmer's wife no longer washes the family apparel in melted snow or lye-cleansed well-water — as my mother did for many years — because it costs less money to do without a cistern than to build one. The new house no longer stands unpainted until it becomes old and rots down, because paint costs money. And all have learned that patrons do not call for *cheap* butter but for good.

Even in the non-essentials of life, in the matter of amusement even, we are all learning not to select that which costs least. If we go to the circus, nothing less that Barnum or Forepaugh will do us. The best is the cheapest.

But I must not be too sweeping in the application of this principle. If I do not make the proper qualifications, you will make them for me and set me aside too quickly. There are occasions, it is true, when we purchase for temporary use, when solidity and durability are not essential qualities, and when fineness of texture is uncalled for. There are commodities which we do not wish to have last too long.

Durability is not so important in a spring bonnet, for instance, as some other qualities; and sometimes sham — a large show on a small basis — is exactly what we are paying for. These transient things may well enough be cheap.

In the shifting operations of an exploring expedition, the bridge that carries you once over is good enough. You are not going that way again. But when the business of the world follows in your track and a great highway of commerce is to be constructed, cheap bridges would be a colossal folly, a criminal blunder. Then the foundation must be laid deep and every precaution of engineering skill, almost regardless of expense, must be employed. Only the most perfect work will be in any sense economical. The bridge is to do its services for ages, and a single failure will involve untold ruin and disaster. In general, that which is destined for important and enduring uses is no fit subject for the "penny wise and pound foolish" style of economy.

And to what outlay will this principle so truly and unreservedly apply as to the education of our children? Here is a permanent and productive investment, a provision for life and more than life, a service which we can never render to our children but once. Of our own flesh and blood, all that we have is theirs; but nothing that we can do for them or leave them will be half so valuable as a sound and right preparation for the conflict of life; and we shall never have but one chance to give it. Our short-comings here are final and often fatal.

I plant myself squarely on this platform, and reiterate with all the solemnity of emphasis which I can command, that no human interest is so over-mastering and all-important as the right training and grounding of our children in the truth of life. Here are values that admit of no measurement by financial standards. What shall it profit a man if he gain the whole world and lose his own children, lose them from the ranks of intelligence and virtue, of material and moral victory?

Let us never forget that the home is the first and chief place for the education of children; but when the truest home has done its best and utmost there is still enough left undone to tax the capabilities of the best school also. If there is any place in the wide world where cheapness is utter folly it is in the training of youth for the life that is before them. There are limits, it may be, to the work which we can do for this new generation which is constantly rising; but what father ever reached those limits in his own family? What community ever filled the full measure of its responsibility?

There is no call for extravagance here. And I am not now pleading for the exercise of charity or benevolence, as such, in education. I am arguing only for a wise expenditure, treating education as an investment in which every outlay should be made to bring positive returns, and in which two dollars should never be allowed to fail for want of a third to make them bear the proper fruit.

But here is just the folly which is being perpetrated on every hand. School boards are putting out the dollar which will get seed into the ground while withholding the dime which makes the difference between good seed and bad seed, or which would provide the fertilizer needed by a sterile soil.

To apply this specifically, let me remind you of the obvious fact that much of the outlay connected with a school must be incurred before work can begin at all and before the question of quality in the work

and its results can be reached. The cost of the school house and appurtenances, of fuel and repairs, of board for the teacher and some remainder for his compensation must be assumed before we have a school of any sort, however inefficient; just as there must be capital invested in land, buildings, tools, seed, and some sort of stock before farming can commence at all, before the practice of good tillage and profitable management can begin.

But in the school as nowhere else we find that the results depend almost wholly upon the workmanship, and comparatively little upon the plant. "As is the teacher so is the school" is a saying both trite and true. As President Garfield said, "Mark Hopkins on one end of a log with a pupil on the other" is a better school than any brick and mortar can constitute. But why Mark Hopkins rather than any other man? Because that name stands for heart and brains, for character and power, for knowledge of the world and of the springs of human thought and action. But how shall an inexperienced, vealy boy of eighteen, or the equally immature and still less serious miss of sixteen, supply the needed stimulus and proper guidance to a flock of diverse children, and shape for them the foundations of successful life?

And now comes in the question of wages. The laborer is worthy of his hire. Better service means better pay. I am aware that better pay does not always bring better services, and that the poorly paid teacher often renders noble service, far better than the compensation merits. But, in general, the laws of value work in this field as surely as in any other. We are everywhere under the necessity of using our faculties to see that we get what we pay for.

Speaking for this part of the country, and no small part, I think it will be clear to every one at all cognizant of the facts in the case that the difference between $20 per month and $30 per month in summer schools and between $30 per month and $40 in winter, marks, practically, the difference between poor teaching and fairly good teaching. My own position with respect to the supply of teachers shows me plainly how inevitably all the approved teachers go to the schools which pay the highest figures named, or still higher, while the inexperienced and inefficient go to those that pay the lower rates.

And, since other school expenses are a constant factor, this same difference of $10 per month in wages makes the difference between poor, unprofitable schools and decently good ones. Assuming that our coun-

try schools average 7½ months of school each year, we have $75 yearly as the whole difference in cost between a school that is worth almost nothing and one that is worth much. And here is a point on which I can not too strongly insist, that a bad school is wholly bad, the most unwholesome form of waste conceivable.

Now, taking the school districts in the township of Whitewater, outside the city, as a standard, their average assessed valuation is $55,000. On this basis, we find that the $75 needed to secure a good school instead of a poor one increases the tax-rate by about 1⅓ mills, or $1.35 on each $1,000 of valuation. Assuming, again, that the assessed valuation is one half of the real value, a man worth $5,000 must pay, on the average, about $3.35 more each year for a good school than for a poor one. No matter whether he sends children or not, is this a good place and a wise way for a man worth $5,000 to save $3.35?

Let us cipher it in another way. The average membership of country schools is, for the whole state, 35. In the older sections like this, where children are becoming rather scarce, the average may not exceed 25. On even this basis, the difference in cost between poor and good instruction is but $3 per pupil for each full year of attendance, or 10 cents per week. And for the state as a whole it would be little more than $2 per capita each year or less than 7 cents per week of actual attendance.

If your boy can attend school but three months in a year, as was my boyhood lot, can you afford to save 80 cents, or twice 80 cents, by giving him a poor teacher instead of a good one? I bless my stars that in my district school days, our district had wisdom enough to provide good teaching; but I am glad I am not called upon to testify as to what the later policy of that district has been.

But let us make yet another calculation. The common schools of Wisconsin, including cities, cost, for the year 1888, something over 3½ million dollars. The number of teachers required to man these schools is a little over 8,000. An increase in salaries of $75 per year to each of these teachers would aggregate $600,000, an increase of just about one sixth on the present outlay. Here, then, we have the simple problem: Which is the better, to pay $6 in a given period for poor instruction, by immature or incompetent teachers, or to pay $7 for the same time with teachers of wider experience and approved qualifica-

tions? Translated into another dialect, which is the cheaper a scrub calf at $6 or a well-bred and thrifty yearling at $7?

The argument would seem to be sufficiently cogent as it, thus far, stands; but we have not yet taken into account the fact that just as much of the pupil's time will be consumed, once for all, in an abortive attempt at education by unfit teachers as in receiving a sound training from efficient instructors. It is the difference between spending your one day, or week, of vacation in fishing in a pool of surface water left by the last rain, or in a deep and well-stocked living stream.

There can be no greater mistake than to suppose that the time of children is not worth anything. Childhood years are not years of productive labor, yielding immediate returns; but they are what is no less important, years of preparation for efficiency or inefficiency, for success or failure; precious years that can be used but once, and once for all are saved or wasted. If a money value could be affixed to them, how it would overwhelm all the figures which we have been considering as the price of successful education. How pitifully small by comparison would seem that upper margin of expense which spans the distance between good work and poor in the common schools of our land.

That parent is wanting in humanity who will not do his very best to give his child a good chance, at least a successful life. Indeed, it is one of the commonest sayings of wise though humble parents,—"I wish my children to have a better chance than I had." Yet the father who sends his child to a poor school when a better one is by any means possible, simply squanders, wastes, that child's chance. Of all bad things none is so bad as bad training, a bad education. Even a middling good school is like a middling good egg: it may pass muster with careless buyers, but no self-respecting person has any use for it.

And this brings me to another factor in this business which must not be overlooked. It is not enough that there should be good eggs in the market. It is not enough, even, that one should pay the price of good eggs; though he will not get them without paying the price. To the eye, with cursory inspection, all eggs are much alike; and even the most liberal purchaser may be deceived as to what lies within the shell. The prudent consumer of eggs, therefore, either takes care to apply proper and successful tests, or he buys only from sellers whose judgment and honesty he can trust, and then holds them responsible for results. Least of all, will any sane man buy bad eggs because they are

cheap and his purse is lean, or because his kinsfolk or near neighbors have such to sell. We all have sense enough to buy good eggs if we can; and if by chance we do get caught with a bad lot, we do not persevere in the eating of them because good ones would cost more money.

But why should not any man be, at least, as wise about the intellectual and moral aliment of his family as about their bodily pabulum? Cheap teachers are just as open to suspicion as cheap butter; but good teachers can not always be known by the price they ask, by the clothes they wear, nor even by the persuasiveness of their representations—or their representatives. "By their fruits ye shall know them."

It is true that we can not always wait for maturity; we must sometimes employ those who have not yet borne the peaceable fruits of the school room. In planting orchards, we cannot wait until the trees have borne and we have sampled their fruit; but neither do we select at random. We, rather, ask the counsel and trust the statements of a reputable grower, going always if possible to the nursery where the trees may be seen in the process of growth. If we do not, but buy stock which is hawked about the country and sold at buyer's prices, it will be long before our cellars are stored with good apples. The chances are poor enough for an abundance of sound fruit if we exercise every precaution and take all the pains possible.

To drop metaphor, good education can not be had, except by rare accident, without a decent expenditure of money; neither can it always be had for money. Expenditure for education, like all other expenditure, must be made with care and discrimination or it will not yield its just returns. Money, like Opie's colors, must be mixed "with brains." "The *fool* and his money are soon parted" in every walk and way of life; and there are corporate fools as well as personal ones. True economy in education demands, first of all, a wise liberality with money; but secondly and equally a free expenditure of pains, of judgment, and of disinterestedness, in the selection of teachers.

There are many economies which the average American ruralist has learned or is fast learning. He has learned, or is fast learning, the economy of warm housing for his animals; as the many fine barns alongside of old ramshackle houses in this western land will testify. He does not expose his blooded calves and colts, or even his fattening swine, to the bleak winter winds, whatever he may do with his children.

Let us hope that he is also learning the value of good housing for them, good school-housing; and that the old and ugly crib at the cross-roads, with its loose and rattling casements, its smoking stove-pipes, its shrunken floors with the winter air gushing up through their gaping cracks, and its back-breaking seats of ancient misconstruction, shall soon go the way of all unfit and therefore uneconomical appurtenances. But it is only the truth to say that many of these child-crucifying structures still linger in the richest farming districts of the west, in sight of barns which are luxurious by comparison. And you need not go a day's ride hence to find them.

The farmers of Wisconsin long ago learned better than to hire a teamster, a milker, or a hand in the hay-field by the lowest bid, or at the personal solicitation of friends, without carefully seeking knowledge as to his competency for the special work desired; nor are they much in the habit of leaving the man, once hired, to his own devices nor to the mercy of untoward circumstances possibly removable. So, possibly, there may come a day when those who employ teachers will not only enquire carefully as to their real qualifications, but will also look solicitously and sympathetically after their administration, counseling, encouraging, and upholding those who show promise of true serviceableness, and dismissing unhesitatingly those who give proof of little fitness for the difficult aud responsible work of training young minds.

But what I have just been saying brings me to yet another consideration which I must briefly touch. Whatever may be alleged in favor of our present unit of organization, the common school-district, it must be said that so small a unit does not, in the majority of cases, tend to economy. All are familiar with the peculiar, often unfair, and sometimes unaccountable way in which townships are divided into districts.

A prominent citizen said to me lately,— "I am taxed in three districts; but I have practically no school advantages in any; the school-houses are all so remote." So he sends his children to town and pays for their tuition there.

But this is not the worst phase. As I have already implied, the proper selection and supervision of teachers requires more than ordinary acumen, firmness, and disinterestedness. To the ordinary citizen, the duties of a school officer are as uncongenial as they are unremunerative; and in the ordinary country district there are never many persons, often none, who are both willing and qualified to undertake such re-

sponsibilities. This difficulty seems inherent and unavoidable under the present small district system. And the ties of neighborhood and kinship play a larger and more mischievous part than would be possible under a different organization with a larger unit.

Other facts might be adduced pointing in the same direction; but time forbids. I have touched upon these simply because the very logic of the situation compels the conclusion that both justice and efficiency of administration, true economy, in short, in public education demand a change in the future from our present choppy, crotchety district-system to the township system, which our statutes already permit and encourage. I regret to add that I am not sanguine as to the speedy consummation of this much-needed reform. There is too great a weight of tradition and prejudice in favor of the old way. But none the less is the better way to be proclaimed and striven for.

Economy is a hard thing. Even that simple and incomplete form of it which is better named frugality, is a heavy burden and grievous to be borne except to those in whom it has been crystallized into a firm and narrow habit. But true economy, in its broader meaning, is harder still, hard in its difficulty, in the large demand which it makes for careful attention and intelligent judgment. So difficult is this that men may perhaps be excused from it in matters of lesser moment; but when the highest human interests are involved and the whole success of life is endangered it is time that we should all be aroused to realize that the best is evermore the cheapest.

Albert Salisbury.

WHITEWATER, WIS.

TEACHERS AS ECLECTICS.

The public school teacher of to-day may reap where he has not sown. The heritage of all the past is ours from which to profit or be warned. In appropriating this inheritance from our fathers we should be guided by St. Paul's injuction to the Thessalonians — "Prove all things; hold fast that which is good." The great educators of the world, from Socrates to Col Parker, have each given us much that should be helpful to us, but we must not look to the personality of any of these men of the past, to give us inspiration or guidance for the work of to-day. They were great and became prominent because they found their inspiration *in their work.* Their solution of the problems that came to them, was

good for their time, and the principles which they established are *recognized principles* still.

Every movement, no matter what its object, is judged by its results, and results depend largely on the spirit and manner in which the principle is carried out: so that he who would influence the world by any new discovery of truth must be able to show its application to human needs by practical demonstration, and to do this he must have a genius for organization and execution which shall be apparent in the most minute detail. Failing in this, much of its value is lost. Pestalozzi who perhaps gave the impulse to what is called the "New Education," suffered much disappointment, discouragement, and sometimes failure, because in his zeal for the recognition of a principle, he disregarded the minutiæ of its application. For instance, he claimed that form number and language were fundamental to all other instruction, and he would send a class to the board, provide them with chalk, and tell them to draw, and when they asked him what they should draw, he would reply, "Whatever you like;" and so the class would draw just what children of to day like to draw, people, houses, trees, etc., and Ramsauer, who was first a pupil and then a teacher in one of Pestalozzi's schools, says: "Pestalozzi never looked to see what we had drawn or rather scribbled; but the clothes of all the scholars, especially the sleeves and elbows, gave unmistakable evidence that they had been making due use of their crayon." Now we know that any work which does not have the careful superintendence of the teacher is not likely to be profitable. Ramsauer also gives an account of a lesson in language, which was an exercise in observation on the paper hangings of the schoolroom. "These were old and a good deal torn, and before them we had frequently to stand for two or three hours together and say what we observed in respect to the form, number, position and color of the figures painted on them. On such occasions Pestalozzi would say 'Boys what do you see?' 'A hole in the wainscot.' 'Very good.' 'Now repeat after me. I see a hole in the wainscot. I see a long hole in the wainscot. I see a long, narrow hole in the wainscot.' And so on, until every word that could possibly modify the hole in the wainscot had been used, Pestalozzi formulating the expressions and the pupils repeating them." He says also that there was never any questioning or recapitulation. Now the effort to cultivate the observation of pupils, which seems to be the strong point in Pestalozzi's teaching, is worthy of our emulation, and the use of the most indifferent

things in our surroundings for object lessons is also commendable, but the teacher who would carry out Pestalozzi's idea, in just Pestalozzi's method to-day, would be said to defeat the very end he sought, by making the child see through *his* eyes rather than his own, and by formulating for the child what he ought to formulate for himself.

Pestalozzi had a *purpose* which he desired to make *emphatic.* That the principle which he labored to establish was vital to intellectual progress, is apparent, *because it has survived.* After any principle essential to human need is born, *it will live,* though it will live *very much better if it be well embodied.* All this is to show that we are richer because of Pestalozzi's work, but that we would have been *much richer* if his enthusiasm for his *principle* had not made him indifferent to his practice. In his teaching he sacrificed method for matter. One of the dominant errors in our teaching to-day, is the sacrifice of matter for method.

Perhaps the apostle of methods in this day is Col. Parker. The Hon. Charles Francis Adams said of his work in the Quincy schools, "He breathed life, growth and happiness into our schoolrooms. He found our schools machines: he left them living organisms." Carrying into the work his knowledge of the history and science of education, supplemented by his philanthropic spirit, he deserved success; but any one who attempted to carry out his plans but did not share his spirit, would be likely to fail utterly, and to fall into ruts as deep as those from which Col. Parker rescued them. He has done much to chemicalize the educational world for the past fifteen years, and has earned our gratitude for much that is uplifting, but in taking down the idols of the past, he does not do it "with such reverence that it seems an act of worship," as Emerson suggests, and our attitude toward him would be much like that of the M. E. Conference South toward Sam Jones. Resolved, first, that there is but one Col. Parker; Resolved, second, that we don't know what we would do without him; Resolved, third, that we don't know what we would do with another like him.

In the application of theory or method we should bear in mind that the *letter killeth* but the *spirit* giveth *life,* and yet the letter is necessary to formulate into expression the spirit.

Every person who assumes the work of the teacher should have in his mind a well defined idea of what he undertakes to do. Education is a vague word to many people, and means to them simply an aggrega-

tion of facts stored in one's memory, rather than the acquisition of power. Now from our standpoint, education is the perception and appropriation of truth. It is the progress of the individual in the recognition of principles which have always existed. When a child learns that two and two are four, he is simply recognizing a principle which has always been true. When he learns that the world he lives on is round, he has simply recognized a fact which was always a fact. When he learns that electricity is a universally pervasive force that may be utilized, he realizes that it has always possessed the same qualities and occupied the same space, but its power and use have not been recognized. So that the education of the child is simply the exercise of his own faculties to perceive *principles*, *facts* and *things*. But how to bring into exercise these faculties so that they *will* perceive principles, facts and things,—this is the problem whose solution is attempted in every schoolroom in this broad land to-day. To be able to touch the spring which shall set in motion every latent force in the child's nature, is the desire of every earnest teacher. We may get much light by studying Socrates, Bacon, Comenius, Rosseau, Pestalozzi, Frœbel, Jacotot and many others, but the means employed must always be adapted to the people, the time and the place.

The child born to-day enters into an estate very different from that into which our fathers and mothers, or even we, were born. The mechanical appliances and recent discoveries in science have made life delightful on almost any plane. It is not necessary for children of to-day to go back to the old time stage coach in order to thoroughly enjoy a limited express, nor to begin with a pine knot and come up through the stages of the tallow dip, the crude and refined kerosene, in order to use properly and with some appreciation electric light. And yet the child in his mental world so far as we know, begins just where his father and mother began. It takes just as long now for an acorn to become an oak, as it did when the morning stars sang together. There is no haste in the order of nature, and he who would apply a forcing process in the development of one of these little ones, is touching with irreverent hands the ark of God; and he who would impede the child's natural growth by lack of culture or an impoverished atmosphere, is making mental deformity inevitable.

The charge of hot house development, however, could hardly be made against any modern teacher, if the system of education origin-

ated by Jacotot, of France, gave the results attributed to it by Joseph Payne, who says: "The pupils of Jacotot learned to read and write in a fortnight!" This seems incredible, but Joseph Payne is considered authentic, and Jacotot is classed with the educational reformers, so that we feel how presumptuous it would be to question any of his work; but to *us*, an establishment which could give a child the ability to read and write in two weeks, would seem much like Dr. Blimber's school which Paul Dombey attended, where "mental green peas were produced at Christmas, and intellectual asparagus all the year round." If such results were possible in Jacotot's day, what is the matter that we see no such results now? In the physical world mechanical apparatus has been introduced to lessen labor and swell production. This works well in material things, but isn't it just possible that on this plan we have put so much apparatus into our mental operations that we have not left ourselves room to work? Now it is just as disastrous to good results to live in an atmosphere of technicalities as to have them entirely overlooked. Devotion to system, method and course of study, will make the teacher mechanical, narrow and soulless. As we have before indicated, system and method *are essential*, but system and method reduced to a fine art are *killing*. And so between this Scylla and Charybdis the reckless enthusiast and the stilted adherent of conventional rules, we must use the rudder of common sense to steer our barque in the safe channel between, where the waves on their rebound from either side shall give us impulses forward into broader seas.

In the teaching of reading (which is the key to every other study, and is therefore of the first importance) there is the a b c method, the word method, the sentence method, and the phonic method. None of these methods are wrong but all are incomplete, and the teacher who does not use *all* of these, has not learned the advantage of being an eclectic. The latest thing that comes to us in the teaching of reading is the Pollard synthetic system, which is really the phonic system in a new dress and with some amendments, but the author says it cannot be used in connection with any other method. The plan of the system is to teach the sounds of the letters and their diacritical markings before giving the child words. There are many things which commend the system, but this is how it was estimated by a little five-year old who had made the sounds and represented them on ladders as the manual prescribes. After spend-

ing the class time in making the sounds etc., he said, "Miss —— I wish we could have a lesson!" That child was actually hungry for something that he could assimilate! What was the matter? Devotion to method! The long, roundabout way through which many teachers lead a child to the knowledge of a word is really painful, and reminds one of the story of a boy who had a favorite hound called "Old Dan," the capacity of whose appetite he had a great desire to test. He put his meat in the bottom of a large kettle and filled it up with water. It must have been intensely gratifying to him to see the way the dog drank it. He lapped and lapped with an intentness that defied imitation. When he could lap no more he walked around and around the kettle with ravenous eyes fixed on the meat, and then tried to lap again. After a long time he came in sight of the meat but he was almost bursting with water and could not eat it. So the child tired out with his roundabout way of getting at a fact, has not enough energy left to *grasp* the idea, and certainly not enough interest to use it. If the teacher have a clear conception of what he wants the child to be taught he will have no difficulty in finding a direct way to present it; but you may be assured that your pupils will not get a clearer idea of any subject than you possess. You cannot give what you do not have, and any effort to elucidate a principle which is not quite clear to yourself, by illustration, will only make it more obscure. *Know* what you would teach, and *teach it in your own way.* Be yourself and not somebody's echo!

In one of E. P. Roe's stories he makes the hero rise to prominence as an art critic, because he was able invariably to distinguish between the original and the copy, for as he said, "The touches of *life* were wanting in the copy." Lessons copied from other teachers will be lacking in the touches of life. You must *vitalize* what you would impart if you would have it take root in another's consciousness.

In the teaching of number also, much time is misspent in trying to simplify the principles which we would present. In adhering strictly to this or that method we have to use so much material that the food is so diluted you can hardly detect the flavor. Grube's method of teaching number is a wonderful thing if you have caught the spirit of it, but I have seen it used where it stimulated just as little *thought* and was just as mechanical as the old fashioned mode of learning tables in vogue twenty-five years ago. Indeed the old fashioned way of learning tables has given us as good results as we have yet had from later methods.

Another reason perhaps why the individual teacher does not accomplish better results is our dependence on principals, special teachers and special superintendents, together with a servile regard for methods, courses of study and text-books. None of these can in any way diminish our responsibility. They can do no more than to suggest the possibilities in our work. It is our conviction that teachers of higher grades, (especially those who have never done lower grade work) have no conception of the work done by lower grade teachers, and that in this department of school work they are simply theorists. About a year and a half ago, after President Elliot's paper appeared in the Atlantic Monthly, stating that something was radically wrong in our educational work, or so many years of a young man's life would not be spent in preparation for the real work of life, I heard a teacher occupying a prominent position in this state dissect a course of study to find out where the flaw was located. He began, of course, with the primary grades, and smiled to find that only the First Reader was prescribed for reading during the first year. It was not designated that several First Readers are used, which is the case. He believed that the way to teach children to read is to put the book into their hands and have them read. He knew he could interest little children in a reading lesson for an hour. He had interested them for that length of time in Sunday school. (I am sure we could positively aver that that Sunday school lesson was the story of Jonah.) The arithmetic for the first year was "numbers to ten." He thought every child knew numbers to ten before he went to school. The work scheduled for grammar for one term was "nouns." He could not understand "how a whole term could be consumed in teaching nouns." He simply mistook, in all these instances, the *text* for the *sermon*, the *seed* for the *harvest.* This illustrates that many excellent teachers are *theorists* in any work outside of their *own*, and that those holding higher positions are not always competent to dictate to those holding lower ones. Instead of waiting for some one in authority to come and show us the scientific way to a desired result, let us make present judgment minister to present necessity, and it may be that we shall surprise both those in authority and ourselves by finding a direct way that has not been laid out by science or art, and is found in the pages of no log-book but our own. The division of responsibility between teachers and supervisory teachers is likely to leave a gap *somewhere*, and in order to in-

sure the best results the individual teacher should be held responsible for the work in his department, and be allowed the freedom to work out *his own ideas* in *his own way;* but following out *specified* work in *specified ways* is a *grind*, and makes machines of both teachers and pupils.

It is said of a certain city superintendent of schools that he said with some pride, "I can sit in my office and open my course of study, look at the program and tell you exactly what every teacher of mine is doing at any moment during the school day." Well, I know of a certain boarding house where every one of the boarders can say with certainty, "Let's see! To-day's Monday! We'll have hash, baked potatoes and apple pie! Tuesday, corned beef and cabbage!" And so on; they can give you the bill of fare for the entire week, and never miss it once. Does it commend the boarding house? Wouldn't an occasional relish be an appetizer? We consider the house-wife rather incompetent who can serve the staple dish of the family in but one way.

Substantial food, spiced with variety and served in the milk of human kindness, will both stimulate and satisfy a normal appetite, but food too much spiced or too much diluted will nauseate rather than nourish the individual. To recapitulate. The remedy for every existing weakness or incompleteness must be worked out by the *individual teacher* of the *rank* and *file;* and the individual teacher who would work out this problem must be neither the servile automaton of system and method, nor the fickle enthusiast nor hobbyist. Intellectual, reverent, conscientious and philanthropic, he must enter the work feeling that it is a ministry, rather than a profession; ready to speak words of tenderness and encouragement to those whose homes are not pervaded with an atmosphere of love; and to place higher ideals before those whose home training does not make integrity of life its chief aim; ready also to use the pruning knife of correction to remove sprouts of arrogance and selfishness, and to engraft humility and the "love that worketh no ill to his neighbor," in their stead; through all having strong *individuality* of *character* as the *comprehensive element.* For, after all, 'tis not what you say to your pupil, nor the way in which you say it, that carries the light to his mental or moral vision. It is the look in your eye! It is your consciousness appealing to that of the child. It is a mental transfer that can never be formulated in words.

"It's the *life* that's more than language, and the *thought* that's more than speech."

When the Greeks sent out Theseus to slay the Minotaur, which was confined in a labyrinth, but which still required the sacrifice of seven youths and maidens yearly, Ariadne gave him a skein of thread, which by unwinding as he went would leave a clue behind by which he could find his way out of the labyrinth after killing the monster. The Minotaur to which we pay tribute of youths and maidens yearly, is the monster whose *body* is the *subordinate teacher*, and whose head is hydra, called heads of departments. Let it be slain by the sword of Common Sense in the hand of Individual Responsibility! And as we go forth to lead out of the labyrinth of unconsciousness the slumbering ego of the individual child, let us unwind as we go the triple cord of love, intelligence and discretion; and by it both pupil and teacher may be led out and up into higher planes of thought.

With my text which I quote from Emerson, I conclude: "The highest heaven of wisdom is alike near from every point, and thou must find it if at all by methods native to thyself alone."

Isabella Lamont.

MADISON, WIS.

A REVIEW LESSON FOR THE CLASS IN PHYSICS.

To begin the subject of Machinery with such an exercise as the following would be a pedagogic blunder not likely to be made, let us hope, by any high school teacher in this age. When, however, the pupils have reached the latter part of the term's work, having been carefully taught by a judicious combination of the experimental and the text-book methods, and are ready for a review of this topic, the presentation here given will stimulate thought the more on account of its unlikeness to the form in which the matter is treated in the books:

MACHINES.

In theory, there are four simple machines or elements of machinery:

1. An inflexible bar without weight, moving without friction, or other resistance, about a fixed point.

2. A smooth, unyielding plane, whose position is neither vertical nor horizontal.

3. A flexible cord without weight, moving without friction or other resistance, about a fixed point.

4. Two columns of water confined in tubes of different size, and communicating with each other.

These simple machines are named respectively the *lever*, the *inclined plane*, and the *pulley*, and the *hydrostatic press*. It is evident that none of them except the last can be realized in practice. Why?

Mathematical computations are based upon the theoretical concepts of machines as above defined, and the results are modified to make allowance for weight of material, friction, resistance of medium, and flexibility or the want of it.

The *wheel and axle* is a form of the lever, and the *screw* and the *wedge* are forms of the inclined plane; but the pulley is essentially unlike any other of the simple machines. So also is the hydrostatic press. Thus there are seven common machines, or "mechanical powers" reducible to four simple elements of machinery.

There is one of these seven machines which cannot be used alone; which is it? What other must be used with it to make it effective?

Show by citing practical illustrations that each of the other six may be used alone.

Is the pulley a form of the lever? Perhaps your book says it is; but you have learned that mistakes sometimes get into print. In this branch of study, no answer should rest on mere authority.

Is the "grooved wheel" an essential part of the pulley? If not, what is the purpose of it? Does your text-book mention the "grooved wheel" in defining the pulley? Would a cord passing over a smooth peg or hook be a pulley?

The relation of power and weight in the "block and tackle," or movable pulleys with continuous cord, is sometimes stated, $W = P \times$ *twice the number of movable pulleys*. In what case will the formula not hold true?

A general law of machines is, "The weight multiplied by the distance through which it passes equals the power multiplied by the distance through which it passes." To which one of the machines will this law not apply? What word added will make it apply to that one?

Is the application of the elements of machinery purely artificial, or do you observe instances of their application in natural phenomena? Which of them would a savage be likely to discover and use first? Why?

Silas Y. Gillan.

State Normal School, Milwaukee, April 29 1890.

THEORY AND PRACTICE.

THE EARTH'S MOTIONS.

[From "Lessons in Mathematical Geography," by Silas Y. Gillan, Milwaukee. Copyrighted.]

The science of Astronomy proves beyond any reasonable doubt that the earth revolves about the sun. The pupil may imagine the earth moving forward on a circumference, near the center of which is the sun, a body vastly larger than the earth. Now, should the center of the earth, during one circuit of this curve, leave a line behind it in space, such a line would be what is called the *orbit* or path of the earth. Pass a plane through the centers of the sun and earth so that the orbit shall at all points lie in the plane, and you have what is called the *plane of the earth's orbit or the Ecliptic.**

Suppose the earth were to stand still at any point in its orbit; one side would be continually in the sunshine (day), the other in the shadow (night). The boundary line between the dark and the illuminated hemispheres would be the circumference of a great circle of the earth. Call this the *Day-circle.*

Conceive the earth moving forward in its orbit in a direction opposite to that in which the hands of a clock turn, but without any rotary motion; the Day-circle will constantly change its position, and while the earth makes one circuit the boundary of sunshine and shade will sweep over the whole surface. When one revolution is made, every part of the surface will have been half the time on the bright side and half the time on the dark side. The same effect would be produced if it had remained stationary at any point in the orbit and made one rotation *on any diameter perpendicular to the radius of the orbit at that point.* But should it make an axis of any other diameter some part of the surface would be continually on the day side, and another part of equal area on the night side.

One revolution of the earth on its orbit measures the year.

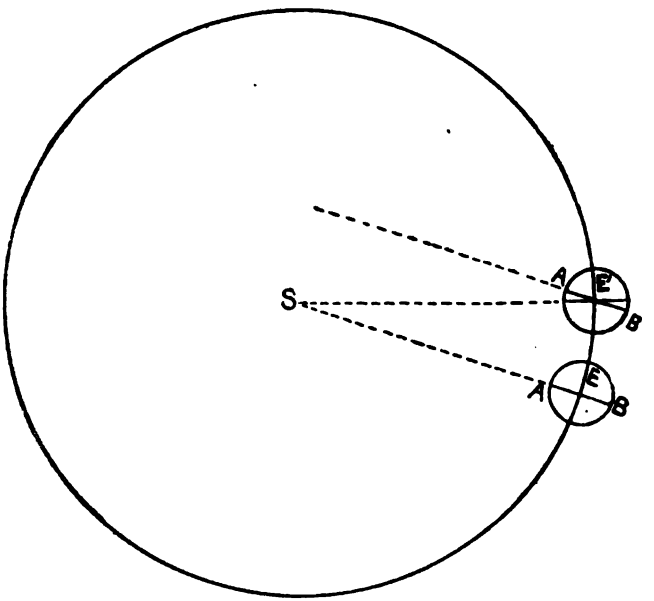
Let us assume that the earth rotates, on an axis perpendicular to the plane of its orbit, turning inward toward the sun while moving forward in the orbit (in the direction in which a small wheel would rotate if rolled on the outer edge of a large wheel). The equator will now lie

*So named, because an eclipse cannot occur unless the moon also be near this plane or cut by it.

in the plane of the orbit, the sun will shine throughout the year from pole to pole, the Day-circle will pass through the poles and cut the parallels into two equal parts. Hence the days and nights will be everywhere and always equal.

We have already seen that if the earth had no rotary motion there would be one day and one night for each revolution, *i. e.*, the day would be a year long. Should it rotate once during each revolution, there would be no change of day and night, for the one side would always be turned toward the sun, and the other away from it.

One rotation does not complete the time between two successive noons; this fact may be illustrated by means of a figure like this:



Let E represent the position of the earth when it is noon to the observer at A. The sun is on his meridian A B. When one rotation is completed the earth has moved forward in its orbit to E', and the meridian A B is paralled to its former position; but it is evident that a small additional rotary motion must occur before it will be noon to the observer at A. Thus each day corresponds to a little more than one rotation of the earth.

By means of illustrations with the globe show that *two* rotations to each revolution would produce *one* day; *three* would make *two* days, and so following.

The number of days in a year is one less than the number of rotations of the earth in the same time.

Take a fixed point in the school-room to represent the position of the sun. Let a pupil walk around it, keeping his face turned to the same point of the compass through the whole circuit. He will thus make a revolution without rotary motion, and each part of his body in turn will be presented to the central point. Again let him go around, continually facing the central point. In making the journey, his body will rotate once on an axis, and his back will be always turned from the center. Then have him turn around (rotate) twice while making the circuit, and note results.

If necessary, darken the room, use a lamp for the sun, and a ball of yarn, a big apple, a pumpkin, or if you have it, a desk globe to represent the earth. A tellurian globe will do about as well as the apple or pumpkin, if detached from the machinery; but the part that turns with a crank would better be put away out of sight of the pupils.

OFFICIAL DEPARTMENT.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1890.

I.

TIME AND PLACE OF EXAMINATION.

The annual examination for State certificates will be held in the office of the State Superintendent at Madison, beginning at 9 o'clock A. M., Tuesday, August 12, and continuing four days.

On Saturday, August 16, the standing of applicants will be determined and reported to the State Superintendent.

II.

BOARD OF EXAMINERS.

The Board of Examiners consists of Prof. T. B. Pray, Whitewater, Prof. E. A. Birge, Madison, and Supt. E. C. Wiswall, Prairie du Sac.

III.

CHARACTER OF THE EXAMINATION.

For the limited (five years) State certificate, examination will be had in the following branches: Reading, Ortheopy, Orthography, Writing, English Grammar, Arithmetic, (including Mental Arithmetic), Geography, U. S. History, Civil Government, Art of Teaching, Physiology, Algebra, Geometry, Physics, Physical Geography, English Literature (historical) and Mental Science.

For the unlimited (life) State certificate, examination will be had in

the branches required for limited State certificate, with the addition of Botany, Zoology, Geology, or Chemistry at the option of the applicant, Political Economy, General History, English Literature (critical), and Theory of Teaching.

Seventy per cent. is the minimum average standard for a *limited* certificate, and seventy-five for an *unlimited*.

Seventy per cent. is the minimum standard for each of the first grade branches, and sixty-five per cent. the minimum in English Literature, Mental Philosophy, Botany, Geology or Chemistry, Zoology, Political Economy and General History.

The *limited* State certificate will require three terms of four months each of successful teaching. The unlimited, seven terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants for *limited certificates* will be allowed trials at three consecutive sessions of the Board of Examiners in which to complete the examination. Applicants holding the limited certificate, or its equivalent, will be allowed trials at any two consecutive sessions of the Board of Examiners during the validity of the certificate held, in which to complete the examination for a *life certificate*.

During the limits herein fixed re-examination will not be required upon branches in which a satisfactory standing has been attained.

IV.

SUGGESTIONS TO APPLICANTS.

Examination in branches additional to those required for a limited certificate will be taken up on the third day—Thursday, August 14.

The evening examinations will be confined to the following branches: Art of Teaching, Botany, Arithmetic.

In examination upon any branch Drawing may, and in Physiology, Physics, Botany and Zoology, will, be required to the extent of correctly and creditably representing any objects described.

As a guide to such as may desire to review either of the following branches before examination, or are making original preparation in these studies, the following suggestions are made: Political Economy —Newcomb's or F. A. Walker's; Mental Science—Sully's Teachers' Handbook of Psychology; General History—Myers' Ancient and Myers' Mediæval and Modern History, or Fisher's Universal History;

English Literature (historical)— Brooke's Primer of English Literature and Backus' Shaw's English Literature; Art of Teaching — Fitch's Lectures; Physiology — Martin's The Human Body (Briefer Course), or an equivalent; Physics — Gage or Avery, or an equivalent; Physical Geography — Hinman's Eclectic Physical Geography, or an equivalent; English Literature (critical)— Swinton's Studies in English Literature. Candidates for the life certificate will also be critically familiar with Shakespeare's Merchant of Venice and Emerson's Representative Men. Theory of Teaching,— Sully's Teachers' Handbook of Psychology; Botany — Gray's Lessons, Revised Edition. Candidates will be expected to fully describe and diagram a plant furnished them, applying correctly the technical terms of Gray. Zoology — Packard's Zoology (Briefer Course), or an equivalent. In Geology, besides the knowledge of some standard text-book, candidates will be familiar with the general geological history of Wisconsin, and will be able to sketch a general geological map and sections of the State. In Chemistry the candidate must be practically familiar with laboratory work and experimentation.

The text-books suggested represent the *minimum* amount of knowledge which the Board of Examiners deems sufficient. The candidates are expected to be thoroughly acquainted with any and all parts of them or with books of equal rank.

Stationery needed will be furnished by the Board.

The attention of all persons who intend to become principals of free high schools in Wisconsin, and who are required by law to pass special examinations to qualify them for teaching in such high schools, is especially called to the time and place of holding this examination.

Sec. 494, R. S., and Ch. 325, Laws 1883, Sec. 1.

J. B. THAYER,
State Superintendent.

MADISON, Wis., May 15, 1890.

PROGRAM.

At the examination of teachers for State certificates, to be held in Madison, commencing August 12, 1890, by order of the State Superintendent, the following program will be observed:

Tuesday A. M.— Arithmetic, Constitutions.
Tuesday P. M.— Physiology, English Grammar.
Wednesday A. M.— Algebra, History of the United States.
Wednesday P. M.— Physics, Geography.

Thursday A. M.—Geometry, Reading—Geology or Chemistry, Political Economy.

Thursday P. M.—English Literature (1), Mental Science—General History, Botany.

Friday A. M.—Art of Teaching—Zoology, Science of Teaching.

Friday P. M.—English Literature (2).

Penmanship and orthography will be judged from the papers in other branches submitted to the board. Orthoepy will be tested in connection with reading, in which the examination will be oral. Descriptive and Physical Geography will be tested in one paper.

Applicants are expected to note carefully the times set for the different branches, and to present themselves at the time appointed for the branches in which they wish to be examined.

Experience has shown that only applicants who are exceptionally well prepared are able to complete the examination at one session. Those who appear for the first time are advised to select their subjects from the list so that no half day will be overcrowded with work. The program for the winter examination of 1890 will be substantially identical with that for the summer.

T. B. PRAY,
E. A. BIRGE,
E. C. WISWALL.

EDITORIAL.

SPECIAL attention need hardly be called to the excellent articles with which this number of the JOURNAL opens. Many readers, however, are inclined to pass by the longer articles and content themselves with the news and miscellany. The JOURNAL has, however, been placing before its readers articles of permanent value on important educational topics, and they ought to be not only read once but preserved and often referred to.....THE meeting of the New England Institute of Instruction during the session of the National Educational Association is unfortunate, as it may cause the absence of some men from the East who would otherwise be at St. Paul. The demand made that the date of the National should be changed to accommodate this local body was refused, as we think wisely, by Pres. Canfield, because of the inconvenience which would result to the majority of those interested.....THERE is a tendency manifest on the part of the high schools to follow the fashion now spreading among the colleges, and substitute a lecture or address for the commencement parts. There is much to be said for the old practice, and it is not unlikely that schools and colleges will be ready to take it up again after the present fad has had its day.....CORRESPONDENCE indicates a large attendance at the Wisconsin Summer School this year. It is the best school in the West for those who

have a serious purpose to make advancement during the summer months, and offers advantages for science work unequalled in the West, and unsurpassed in the country. Principals of high schools and teachers in Normal schools and colleges have attended it in former years and speak in the highest terms of its work.....SCHOOL libraries are multiplying rapidly in this state under the operation of the library law. We know that in a great many schools they are well used, and are increasing the interest and general intelligence of the pupils. It ought soon to be hard to find in the state a school narrowed to the mere routine drill of the school room. Through the libraries the school enters the homes, reaches the daily life and interests of the families, and thus makes for intelligence and culture in the community.

THE combination of four great school book publishing houses into a single interest has naturally given rise to much comment and some misunderstanding. The new organization is not a trust, since it does not and cannot hope to control the school book market. Only four firms are at present thus united, and, though they are among the most powerful, they still have numerous and enterprising rivals. The declared purpose of the movement is to lessen the expenses of the business, and thus lower the price of the books which they place upon the market. That some change must come in this business has been for some time apparent. The rivalry of different firms has not only led to enormous expenditures but to practices which it is hard to reconcile with sound business principles. While competition tended to improve in their matter or mechanical execution, the character of the books issued, or, on the other hand, to cheapen their price to the purchasers, it was an unquestioned advantage; but it has gone beyond these results, and brought chicanery, bribery, extravagant expenditure and unseemly conflicts, so that it is desirable that some check be found for it. Perhaps also the tendency of state legislatures to create state series of text-books as a check to existing evils has had something to do with bringing about this move. There are certainly causes enough for doing something; it does not yet appear certain that this movement will remove the evils. Let us hope that it will help to do so. That it can bring any of the results of a trust seems to us extremely improbable. If it cheapens text-books and diminishes text-book conflicts, that will be a gain for all. But in text-books as in other things, the best are the cheapest, and it is extremely undesirable that great organizations should arise, controlling vast territories and keeping poor text-books in use in them when better ones might be introduced. The move is an experiment; we must wait to see whether it brings more benefits than evils.

As the proportion of women to men in the teaching business steadily increases it seems desirable that something should be done to promote greater seriousness and independence among them. We are not unaware of the honorable exceptions when we say that the women are lacking in seriousness and independence. They are characterized by routine and silence. They do not take large views of their work; they do not strive to see its relations, and to know it

as a whole, being satisfied with the little round in which they themselves toil; they care little for general principles, and are not really interested in educational movements;—in a word they lack seriousness. In educational gatherings they are the listeners; in institutes they wish to give the desired answer and sit down; they do not debate; they do not challenge what is said to them; they accept it and are silent. This is not due to inferior intelligence, but to timidity and habit. Some of the best teaching done in the schools of this state is done by women,—women who ought to be leaders but are not by reason of lack of seriousness and independence. What is the remedy? We are satisfied that it must be found in school-mistresses' clubs, societies, associations, which, by bringing upon them responsibility because there are no men to take the lead, shall wont them to thinking of the larger problems and to independence and leadership. They can do much more for their pupils and the profession by seeking this kind of culture for themselves.

GREAT good has come of the examination and certification of teachers, and it is not necessary to deny this or to call for the abolition of the practice because some evils arise from it. One of these evils is a certain narrowing effect of the system. This necessarily has a definite and limited range, exacting and testing for certain technical acquirements, and issuing rewards to those persons found to be possessed of these. Surely no one ought to be allowed to teach who has not a fair knowledge of the branches to be taught; but, further, not all who have such knowledge ought to be certificated, and the system works unfortunately because it cannot take account of this also. We need in the school room breadth, culture and refinement quite as much as we need a knowledge of text-books; and our system takes no note of these needs. It is possible for very narrow and ignorant persons to gain a certificate by directing their energies wholly to the requisite text-book study; and this ought not to be. More mischievous is the result of the system in narrowing teachers. They are always getting ready for examinations. This means that they are in the ruts, and in very narrow ruts. For them self-improvement consists in drearily going over the arithmetic and geography text-books year after year. They do not advance. They do not increase in knowledge and breadth of view. They are not gaining culture. They are always getting ready for examination. There ought to be an end to this sort of thing, a point where the machine throws out those who do not progres. They have no intellectual life, and therefore are not fit to direct the formation of any one's mind. And in all grades of work general intelligence ought to count for something. The examination should somewhere test the candidate's information, and make some recognition of range and alertness.

THAT every day has its pains and sorrows is universally experienced, and almost universally confessed; but let us not attend only to mournful truths; if we look impartially about us, we shall find that every day has likewise its pleasure and its joys.

OUR DRAWER.

ST. PAUL, AND BEYOND.

EDITOR JOURNAL: As Chairman of the Committee of the State Teachers' Association charged with agitation and arrangements for the meeting of the National Association in July, I wish to make some statement of what has been done, and also to make some further explanation of what may be enjoyed in the way of excursions from St. Paul.

The committee have prepared a Wisconsin circular, which has been mailed to about 5,000 teachers throughout the state, giving special information as to rates of expense, Wisconsin headquarters, etc. A few copies of this circular are still in hand, reserved for any who make special request for them.

It is to be hoped that county and city Superintendents and Principals are making persistent effort to get their teachers interested in this great meeting. It will be greatly to the discredit of Wisconsin if she is not *largely* represented at St. Paul. The expense of printing and mailing the circular above mentioned has been over one hundred dollars. The greater portion of this outlay has been met by the C. M. & St. P., C. & N. W., and Wis. Central railways. They deserve all the patronage which they will receive. The teachers of Western Wisconsin ought to know, moreover, that the "Burlington" road declined to join the other lines in the assistance rendered, though only a small contribution was asked for.

The attention of those who read this article is called to the fact that all who wish to make sure of entertainment at the Windsor Hotel (Wisconsin head quarters), should make application *at once* to the undersigned, stating definitely the amount and quality of accommodations desired. All others should apply directly to L. J. Dobner, Chairman of Committee on Hotels and Entertainment, St. Paul, Minn.

Now as to excursions beyond St. Paul. Of course, no one will come back without a visit to Lake Minnetonka. This can be made in a half day, if need be, and at a trifling expense. A few dollars, ten at the outside, will give one a day or two on the shores of Lake Superior, at Duluth, Superior, or Ashland. A half-score, or more, of longer excursions are open to those who wish something of the education of travel and a wider acquaintance with this wonderful continent of ours.

Two of these, it is thought, will be of especial interest to Wisconsin teachers and their friends. One is a "Rocky Mountains and Colorado Excursion" to leave St. Paul, July 12, via the Great Northern railway, for a tour of about twenty days, and touching the following leading points, viz.: Devil's Lake, Great Falls of the Missouri, Assiniboine, Helena, Butte (Montana), Salt Lake City, Leadville, Pike's Peak and Manitou, Denver,—opportunity being given for side trips to the Yellowstone Park and other points by those who desire.

It is in contemplation to organize a Wisconsin party of twenty to thirty peo-

ple to make this tour in a special car. The party will use a "Tourists' Palace Car," the expense of car and board being divided *pro rata.* The trip can thus be made for less than a hundred dollars, the railroad fare being $55.00 Fuller particulars concerning this party can be had by addressing Prof. Geo. C. Shutts, Whitewater, Wis.

Another trip of great interest is the "Tour No. 7," advertised by the Great Northern railway in late numbers of the JOURNAL, extending by way of Winnipeg and the Saskatchewan to Banff Hot Springs, in the Canadian National Park, and to the great glacier of the Selkirk range. This trip *through* the Rocky Mountains where they are grandest, and into the mighty Selkirks, 1,500 miles beyond St. Paul, and within 400 miles of Vancouver, can be comfortably made in ten days (or as much more as one pleases) for the surprisingly low fare of $45.00 for the round trip. In addition to this, the regular Pullman car-rate is $6.00 per double berth, each way. Meals on dining-cars, 75 cents each. Expected information concerning hotel rates has, unfortunately, not yet come to hand. If, however, a party of about thirty people, enough to charter a special car, can be organized, more favorable rates *en route* can be secured.

Fuller and later information concerning this tour will be furnished by the undersigned, on application. For those who wish to encounter nature in her wildest forms, no opportunity can excel this.

There has been some special inquiry with reference to excursion rates to the Atlantic coast from St. Paul. Promised information has been delayed. All that can be said is, that low rates, possibly half-rates, will be made by some of the through lines East. Fuller details will doubtless be forthcoming very soon. All special requests for such information will receive prompt attention.

Address,

ALBERT SALISBURY,
Whitewater, Wis.

THAT TIME PROBLEM.

We have received seven solutions of the time problem in the May JOURNAL. They are by J. W. B.; E. E. B.; H. T. S.; J. H. N.; L. L. T.; O. F.; and S. L.

I.—The time when school was dismissed could not have been between 1 and 5 minutes after 12 (self-evident), neither could it have been 6 minutes after 12 (self-evident). 5 minutes + 1-12 hour hand's distance = position of minute hand; 5-12 minute + 1-144 hour hand's distance = position of hour hand; 143-144 hour hand's distance = 5-12 minute; hour hand's distance = 60-143 minute: minute hand's distance = 12 × 60-143 minute, = 5 5-143 minutes after 12. School called at 60-143 minutes after 1. Time of nooning, 55 55-143 minutes. *J. H. N.*

II.—On the dial-plate there are 60 spaces. Let 1 part = number *spaces* hour hand is past 12. Then 12 parts = number spaces minute hand is past 12. Now, to exchange places, the *hour hand* must travel from A to B, or pass over 11 *parts* [12—1]. Then, the *minute* hand, to exchange places, must move from B

to A; and since it travels 12 times as fast as the *hour* hand, it must pass over 12×11 parts $= 132$ parts; but 11 parts (from A to B) + 132 parts (from B to A) $= 143$ parts $= 60$ spaces. 1 part $= 60\text{-}143$ spaces; 12 parts $= 5\ 5\text{-}143$ spaces. But each space is 1 *minute* for *minute* hand. Ans.: Time of closing was 55-143 minutes past 12 P. M.; time of opening was 60-143 minutes past 1 P. M. Length of intermission, 55 5-143 minutes. *E. E. B.*

SOLUTIONS QUESTIONED.

I.—For the benefit of "An Old Farmer," and others who may see as he does, I will, with your permission, give a solution to the *$6,000 farm problem* that does not involve a compound interest formula. He will allow me to say that his solution will not verify, while those given in the April number are correct. Let us disregard the interest that may be due at any time, and base our computation on the amount paid on the principal each time. Calling the amount so paid at the close of the first year 1, the second would be 1.06, and the last 1.1236; that is, each succeeding amount would exceed the former by the interest saved. At the close of the first year, the principal was lessened by 1, hence the interest saved was .06. At the close of the second year the amount discharged was 2.06, and the interest on the sum is .1236, making the last proportional 1.1236, as above. These three sums added $= 3.1836$, and the $6{,}000 \div 3.1836 = 1{,}884.66$—, as the sum paid on the principal at the end of the first year. Adding the interest then due, $360, we obtain as the answer sought, $2,244.66—. *Another Old Farmer.*

II.—I have given some study to the labor problem in the April number of the JOURNAL, and cannot see how the solutions published in the May number can be correct. They seem to leave out of account that had A and B finished the work alone they would have required a longer time, and A would have earned more than $50. This is my solution:

Let $x =$ the part B can do in 1 day. Then $x + 1\text{-}9 =$ the part A and B can do in one day. $\frac{1}{x+1\text{-}9} =$ time required for A and B to do the work. $3.75 =$ 1-24 of $90. $\frac{1}{x+1\text{-}9} - 5 =$ time required for A and B to do what C did.

$$x\left(\frac{1}{x+1\text{-}9} - 5\right) = 1\text{-}24. \quad 360x^2 - 29x = -1\text{-}3. \quad x - \frac{29}{720} = \pm\frac{19}{720}.$$

$x = 1\text{-}15$ and $1\text{-}72$. B can do the work in 15 days and C in 18, or B in 72 days, and C in $5\frac{1}{3}$. *L. L. T.*

III.—Once when a boy, after several wrong results in answer to a problem, I went to my teacher (a man of some note in his profession) for assistance. Said he, "Read it." I knew what he meant and *read* it thoroughly. "Now," said he, "Do it." I did so, without further help. In after experience, I often had occasion to make the same remarks to my pupils, and many times with a

similar result. Much of the difficulty in solving problems (mathematical and otherwise) arises from not *reading* them. Allow me to say to your correspondents in the May number who answer the labor question in the April number—Read it. They will see that their solution fits a very different question.

PLYMOUTH, WIS. *S. Littlefield.*

INDUSTRIAL EDUCATION IN THE JOURNAL.

Will you please inform me in what numbers of the WISCONSIN JOURNAL OF EDUCATION I can find articles on Industrial Education? M. G. V.

Ans.—Editorials in Vol. XVIII, pp. 126, 180, 244, 374, and Vol. XIX, p. 163. General articles in Vol. XVIII, pp. 171, 176, 276; and Vol. XIX, pp. 397, 323, 439, 481.

QUESTIONS.

I send the following question: Is there any way (outside of the higher mathematics) of showing why a degree of latitude is longer at the poles than at the equator? *E. E. Beckwith.*

OCONOMOWOC, WIS., May 10, 1890.

DEAR SIR:—Please answer the following through the columns of JOURNAL or otherwise, and oblige *L. M. S.*

TWO RIVERS, WIS.

I.—Solve the following pure quadratic for value of x.

$$\sqrt{1+x^2}+\sqrt{1-x^2}=\sqrt{1+x^2}-\sqrt{1-x^2}$$

II.—A gentleman desires to set out a rectangular orchard of 864 trees, so placed that the number of rows shall be to the number of trees in a row as 3 : 2. If the trees are 7 yards apart, how much ground will the orchard occupy?

MILWAUKEE LETTER.

WHAT IS KINDERGARTEN WORK?—THE VALUE OF EXAMINATIONS—SLOJD AT THE PEOPLE'S INSTITUTE.

Mrs. Hailman, of La Porte, Ind., recently visited the city and addressed the public school teachers on the subject of "Kindergarten Work;" her paper was an able presentation of the salient points of Frœbel's educational doctrine, and was the more forcible because she did not make any extravagant claims for the kindergarten system. Indeed, it was held by the speaker that there is no kindergarten "system," *par excellence;* that it is nothing more than the application of a loving common sense to the management of young children; that there is not the wide difference which some imagine between the methods of the primary school and the kindergarten; that kindergarten work does not con-

sist in the use of any particular outfit, or appliances, games or other exercises; that she had seen as much of the essential truth of Frœbel's doctrine (love and common sense) exemplified among primary teachers as among so-called professional kindergartners; that not all of Frœbel's teaching is applicable in this age and to American children. Especially was this held to be true of many of the songs used, and also of some of the games.

After the reading of the paper, the superintendent expressed the opinion that an educational revival is needed in Milwaukee, and cited as evidence of this need the low degree of interest which the teachers take in educational subjects, as shown by the small attendance at this meeting, only one Primary principal and one District principal out of the whole number, and not all of the Primary teachers being present; he referred also to the small attendance at Pres. Chamberlin's lecture the week before, and hoped that teachers would show more interest in the work of the People's Institute.

On Saturday, May 10, the subject for consideration at the meeting of principals and upper grade teachers was the special examination in language recently set for the seventh grade pupils to test their progress. The superintendent read some extracts from the papers which showed blunders as brilliant as any recorded in Mark Twain's "English as She is Taught;" he cautioned teachers against the error of allowing the amusing features of such mistakes to divert attention from a pedagogical study of the papers with a view to ascertaining just what each child's mental movement was when he wrote; he reminded those teachers, "who have been amusing themselves and flattering their pupils" by marking school exercises 95 per cent. and upward, that a grade of 70 or even 60 per cent. on a set of questions that present a good vigorous test of work passed over indicates good, satisfactory work, if the paper is marked with care and discrimination; and advised principals to make a special study of all papers that have a very low grade, pondering the case of those individuals, and to answer the question, "How did these pupils get into the seventh grade?" The question of returning examination papers to pupils, and the effect on the pupil whose class standing is low and examination mark high, or *vice versa*, led to an interesting and good-natured controvesy between Principal White and Superintendent Anderson as to the value of examinations as a test for promotion, the former holding that they have little or no value, the latter replying in a few trenchant, logical and well-chosen arguments to show the inconsistence of those who would ignore such tests. In answer to the complaint of some that the questions were too hard, Mr. Anderson held that examinations, to be of value, must be set with a view to testing the pupil's power, and not with the conscious purpose of getting the highest percentage results from the papers.

At a recent meeting of the People's Institute, President Mapel, of the State Normal School, presented a highly instructive and carefully written paper on the subject of "Slojd." As the subject matter of his address has already appeared in the JOURNAL in articles contributed by President Mapel, a *resume* is

unnecessary here. In his tour over Northern Europe last summer, Mr. Mapel spent considerable time in closely studying the system of Slojd, both in its theoretic and practical phases, particularly as it has been developed in the famous Naas school, and his lecture evinced a thorough and comprehensive grasp of the system, not only in respect of its method, but also of the pedagogical principles upon which it is founded; and so completely did he carry his audience with him in the favorable judgments expressed concerning Slojd as an educational system, that in the general discussion which followed, only one speaker had the temerity to express doubt as to the practicability, wisdom or educational value of the general introduction of this new discovery into American schools; but his desultory and incoherent remarks had no perceptible effect to turn the current of sentiment, which seemed to set strongly slojdward.

I. C.

EDUCATIONAL NEWS FROM ABROAD.

PRUSSIA.—In Schwelm the classical high school which formerly yielded an annual surplus has been obliged to submit to a change. The authorities changed it to a citizen's school without Latin. Since the Emperor has expressed himself in such unmistakable terms concerning classical education, there seems to be a strong feeling in favor of more modern schools all over Germany.—*Deutsche Leztg.*

HUNGARY.—A lengthy and intensely interesting debate took place in the Hungarian parliament about the question whether Greek as a study should be retained or dropped from the course of secondary schools; the result was that the proposition of the minister of education to reduce Greek to the position of optional study was adopted. The discussion revealed a fact often noted in similar discussions elsewhere—namely, that learned men of great repute in sciences or literature would argue and vote contrary to the expectation of their friends. Thus, for instance, the greatest Greek scholar in all Hungary voted against retaining Greek, while no less noted scientists voted in favor of retaining Greek. It would seem that the old adage is true which says: "We like best what we do not possess."—*Aftler Ztg. fur das hœhere Unterrichtswesen.*

SWITZERLAND.—Dr. Preyer, the author of "The Soul of the Child," makes some sensible remarks in a recent paper, "Der Pionier" (Switzerland), on *The Art of Teaching.* The art of teaching is difficult because the teacher is obliged to practice self-denial, while the pupil finds what he (the teacher) knows quite well, yet does not tell him. He confirms it after having succeeded in leading the pupil's innate spirit of inquiry and investigation upon the right track. But in doing so he must duly consider the, as yet incomplete, because growing, roads of communication of the developing ganglia cells. He must be a friend of his pupils, have their confidence, think himself back into the state of a learner, never lose his patience, never pose before them as one who knows, never im-

pose tasks of memory at home, lest the love of learning which is a result of the joy of self-finding, should change to hatred of learning.

RUSSIA.—Here education has been for the last two centuries exclusive property of the aristocracy. The people in city and country remained forgotten and despised, given over to the deepest ignorance and the darkest superstition. About thirty years ago a movement was set on foot to instruct the ignorant people and to elevate them morally. Schools were established in great numbers. After a period of great prosperitv the public courses of instruction arranged for adults became an object of suspicion to the state authorities, and they had to be discontinued. To-day Russia has but three per cent. of its population under school influence, although Finnland and the Baltic provinces have ten per cent. and more.

A FRIENDLY ESTIMATE.

[We venture to put into the "Drawer" this private letter, without consulting the writer. It is such appreciations coming from various sources, which have encouraged us to continne the work of furnishing a first-class State Educational Jourual. We place it before Wisconsin teachers on its merits, and ask their support.—ED.]

MY DEAR SIR:—It may be interesting if I report a brief conversation (quite accurately):

Prof. Shults—I have just been trying to read in an old volume of the WISCONSIN JOURNAL OF EDUCATION, Prof. King's articles on Physiology, and they are good. But I find so much else that is good in every number that I can't keep to the physiology alone.

Prof. Upham—Well, that is just what I am doing, and I am surprised at the amount of first-class educational matter that journal contains. It is full of good things.

It occurred to me there could be no objection to my letting you know what teachers of their grade thought of your work. As I look over the field, though, and see what the demand is, and really how great the capacity, or rather how small, of many of our teachers to get value from a discussion that goes below the surface of things, or leaves the reader to supply something from his own knowledge, it does not seem to me surprising that it is hard to make a *good* school journal pay. I suppose, however, we shall have to be content to let beginners be "inexperienced" as they always have been. The real question seems to me to be "How to compel beginners to be thoughtful about their work and so *get* experience." Then the journals that make for that result will have a boom.

I thought your last editorial on "Secularization" specially good.

Yours very truly, *T. B. Pray.*

WHITEWATER, May 18, 1890.

IN THE SCHOOL ROOM.

SOME TEACHING DEVICES.

IN SPELLING.— Take your words, from your reader, place a list on the board; every word in the lesson—adding each new word as it occurs in the lesson, to the list. Keep reviewing constantly until every pupil has mastered each word. The word to be spelled by the scholar, then by the class in concert. I have found it very beneficial for all, especially the backward ones. Have written spelling also in connection with the oral.

INSPECTING WRITTEN WORK.— In a primary school I saw a method of examining slates that promoted both quickness and order. Each child took his slate in both hands, and held it as he would a reader, resting the lower side on the desk. The teacher passed down the aisles, and could see the work very readily with the slate held in this position, and at the same time the children's hands were busy. Another teacher sometimes inspected slate work by allowing one row of children to rise at a time, pass in line down one aisle to her, and return by the other aisle as fast as she had examined the work.

THE MULTIPLICATION TABLE.— In teaching this table it is better to appeal to the eye than to the ear. In nearly all *practice* the eye is used. The figures are presented to the eye, and the result with its formal expression is suggested. But, generally, this table is taught orally. The teacher says, "What are seven times nine?" The pupil answers, "Sixty-three." No figures are made. "But," says some one, "we learned this table one way." Yes, true, we learn many things in spite of the teachers and their methods. Often much time and strength are wasted, however, in learning useless things — things that are in the way.

GEOGRAPHY SPELLING.— Doubtless many of us who teach geography have had trouble on account of the misspelling of geographical names. In a certain school the difficulty is solved in this way. The pupils are required to learn carefully to spell the words in each day's lesson. As each pupil recites, he is called upon to spell any words the teacher may select from his recitation. In using this exercise with my own classes, I question upon the meanings of the words also, and sometimes vary the lesson by having a list of words from the lesson written. The same plan is applicable to history too.

MAKING RELIEF MAPS.— Putty has also been extensively used. The educational value of this material is far higher than in the case of plaster of Paris. Indeed the plasticity of putty makes it a splendid material, were it not for its greasy nature. This is a very serious objection; indeed, sufficiently serious in my opinion to bar it out.

Of late years I have been using paper pulp. I hardly venture to call it *papier mache*, since I make it myself and scarecly try to get it into so minute a state of division as that name would imply. I take the most ordinary brown or gray

wrapping paper. It must be a poor paper. That is to say, it must have an open texture, and be absolutely free from all gloss. This paper is then torn into pieces about two or three inches square, put into a bucket, and boiling water poured over it. It is well to put plenty of water over it; any excess can be readily disposed of afterwards. This can then be stood aside for some time, preferably over night. The next day the water must be poured off, and fresh water, as warm as the hand can stand, poured over the paper, which by this time should be quite soft. The paper must now be thoroughly torn and kneaded with the fingers until it becomes a uniformly pasty mass. It is then ready for use.

The pupils should have been previously taught to mould the continent in sand, so that by this time they are thoroughly familiar with its relief. Each pupil can take a lump of pulp, a little larger than his fist, and following the teacher, should mould the continent on a piece of board. This amount of paper will make a continent like North America, about ten inches long. The map must then be set aside, lying flat, in a warm dry place, for a day or two, when it will have firmly set. It can now be detached from the board with a long, flat-bladed knife, or if it is desired, it may remain on the board, to which it will firmly adhere.—*Ex.*

In Arithmetic.—How often I have given such an example as this: "How many quarts of meal in 15 bu. 3 pk. 7 qt?" A few minutes work and behold the result! 1 bu.$=4$ pks. 15 bu.$=15\times4$ pks.$=60$ pks.$+3$ pks.$=63$ pks. 1 pk.$=8$ qt. 63 pks.$=63\times8$ qt.$=504$ qt.$+7$ qt.$=511$

Over and over again I had explained how untrue were such statements, and again and again was the same mistake made. My pupils were thoroughly posted on the fact that "The lie was in the intention," and their "I didn't mean that," relieved them of all feeling of responsibility for the lies which I pointed out to them they had made the figures tell.

At last I called the ingenious boy of my school to my aid, and he made me a small working model of an old-fashioned pair of balances, such as the goddess of justice is usually represented as holding. A few experiments before the class in placing chalk in both ends until balanced, and then adding or taking away a little more, a short remark that the equality sign was a kind of balance, a few more illustrations, and the work, which all my eloquence had failed to accomplish, was done.—*Ed. Courant.*

SOME USEFUL EXERCISES.

Easy Questions for Little Children.—1. How many inches long is the yard stick?

2. How many feet long is the yard stick?
3. In what month is New Year's Day?
4. In what season is New Year's Day?
5. In what season is Fourth of July?

6. In what season is Christmas Day?
7. In what month is Christmas Day?
8. Name five yellow flowers.
9. Name five white flowers.

Combine the following groups of sentences into a simple, a compound, and a complex sentence, respectively:

1. They moved right on. They stopped for nothing. They struggled for nothing.

2. He tried to pacify them. He promised them large rewards. He found all his attempts unavailing. He assumed a more decided tone.

3. I selected a resinous stick. The fire had eaten deeply into it. It held a mass of glowing coals. I launched it suddenly at the panther. I did so with very careful aim. It fell right between his forelegs.

SEARCH QUESTIONS.—What are cloves? What is camphor? What is opium? What is coral? What is chocolate made from?

1. A piece of land is 4 rods wide and 750 feet long, what part of an acre does it contain?

2. Each side of a triangular piece of land is 150 feet long, what part of an acre does it contain?

3. A rectangular piece of land is 250 feet long and 50 feet broad, what part of an acre does it contain?

4. Two sides of a triangular piece of land are 250 feet, the other side is 200 feet, how many square rods does it contain?

5. Give the length of the sides, in rods, of a square piece of land containing 25 acres.

1. About how much must our eyes be raised above the sea-level to be able to see objects on the sea-level at a distance of three miles?

2. Whence does the sea get its salt?

3. What proportion of the mass of an iceberg is immersed in the water?

4. In what regular intervals do the tides recur?

HUMORS OF THE SCHOOL-ROOM.

A PHYSIOLOGY LESSON.—"Martin," said a grammar school boy to his six year old brother, "what have you inside of you?"

"Nothing," said Martin.

"Yes you have, you've got a whole telegraph system in your body, with wires running to your toes and your fingers."

"I haven't" said Martin.

"You have though; and that isn't all. There's a big force pump in the middle of you, pumping seventy times a minute all day long, like the engine at the locomotive works."

"There's no such thing."

"There is, though. And besides, there is a tree growing in you, with over

two hundred branches, tied together with ever so many tough bands and strings."

"'Tisn't so at all?" said Martin, and his lip began to quiver. "I can feel myself all over, and there isn't any tree or engine either, only flesh and blood."

"Oh! that isn't flesh and blood: that's mostly water, with some other things thrown in. And the worst of it is, there are ever so many billion little worms and things working in you all the time."

"Mamma," with a burst of crying, and Martin had disappeared in the house.

The big brother had some explanations to make; from which perhaps, he added to his store of practical knowledge.—*Santa Claus.*

OUR BOOK TABLE.

—TRADE ORGANIZATIONS IN POLITICS, by J. Blenker Miller, (The Baker & Taylor Co., New York, 218 pp.,) contains eight papers prepared for different occasions, but related in subject matter. The general thesis of the author is that municipalities should be governed by representatives from the trade organizations, which are groups of men united by common interests which government should foster and protect. Our present municipal governments are formed after models introduced in England by the Stuarts for the purpose of destroying popular government by keeping the citizens disorganized in geographical districts, while the true model is the New England township, governed by representatives of groups of farmers, whose material interests determine governmental action. This thesis is ably presented both historically and theoretically. The four final essays are devoted to the land theories of Mr. Henry George, which are effectively answered from the point of view of a property owner, a business man, and a working man.

—ESSAYS ON EDUCATIONAL REFORMERS, by Robert Herbart Quick, (E. L. Kellogg & Co., 336 pp., $1.00,) seems to us by all odds the most interesting, inspiring and helpful book on the history of pedagogy now accessible to our teachers. It has been long before the public, but none better has yet appeared to take its place. Although the title promises only essays the book affords a tolerably full account of the chief educational movements from the middle ages to 1869. This edition offers several improvements over previous ones. Topical headings have been introduced into the essays to facilitate study of them as a whole, a chronological table of educational history has been added, and occasional notes and cross-references given at the foot of the pages. The latter feature might have been extended much further with advantage, as there is nothing so much needed by the young student as helps and stimulus to comparisons and correlations of different views on the same subjects. The most unsatisfactory chapter in the volume is that on Froebel and the Kindergarten, which was not prepared for this volume and is added out of place at the very close of the book. The edition is very handy, and is well printed in clear type.

—OBSERVATION LESSONS IN THE PRIMARY SCHOOLS—a manual for teachers, by Louisa P. Hopkins, (Lee & Shepard, Boston, 212 pp.; 75c.). Boston has the most systematic, progressive and philosophical series of observation lessons that we have yet seen in any school program. They are wisely adjusted to the development of the pupils' minds and to the studies which are subsequently pursued in the schools. To anyone asking what to do in the way of oral, language, observation lessons we say unhesitatingly, "Follow the scheme of the Boston public schools." This excellent scheme Miss Hopkins has made the basis of her admirable manual. It entirely avoids the platitudes and dilutions and nonsense which we have become so accustomed to in books on this subject as to look upon them almost as a matter of necessity. This manual is throughout sensible, practical and helpful. It assumes intelligence on the part of the teacher, and gives clear and sufficient suggestions for carrying out the program of instructions, which is reprinted in connection with the suggestions. We find a few model lessons, and these too are characterized by directness and good sense. We have rarely seen so satisfactory a manual for primary teachers a this work, and we heartily commend it to all who like sense better than twaddle and can read and follow directions.

—D. C. Heath & Co. have recently added to their excellent Modern Language Series an edition of Lessing's MIMA VON BARNHELM edited with an introduction and notes by Prof. Sylvester Primer, (65c.) The introduction gives an appreciative sketch of Lessing's life and works in their relation to the development of German literature, and a critical analysis of this play. In the same series also appear SESENHEIM, from Goethe's "Dichtung and Wahrheit," edited by H. C. O. Huss. This selection is idyllic, detailing the story of Goethe's romantic affection for Frederica, the beautiful daughter of the pastor at Sesenheim, and its melancholy termination, (30c.) HISTORISCHE ERZAHLUNGEN, selections from Dr. Friedrich Horfman's "Tales from History," also in the same series, contains four interesting narratives, Conradin of Suabia, The End of Charles the Bold, The Execution of Louis XIV and his Queen, and the Franco-German War. It is edited with notes by H. S. Beresford Webb. The series offers a good variety of classical texts well edited with introductions and notes, and is a very valuable contribution to the study of modern languages in the schools.

—THE BEST ELIZABETHAN PLAYS, by W. R. Thayer, (Ginn & Co., 611 pp.; $1.40,) contains five plays by Shakespeare's contemporaries, selected with great care as the best and most available work of the authors represented, and edited judiciously with critical and explanatory notes. These plays are The Jew of Malta, by Marlowe; The Alchemist, bv Ben Johnson; Philaster, by Beaumont and Fletcher; The Two Noble Kinsmen, by Fletcher and Shakespeare; The Duchess of Malfi, by Webster. In the introduction the editor discusses the principles guiding the selection, and editing, and gives a sketch of the life and works and some critical estimate of each of the writers. That some of the coarsenesses of a past age have been removed without affecting essentially these plays

makes the book more generally useful and attractive. It is indeed a valuable aid to the study of the most important period of English literature, reflecting light upon Shakespeare's works, and placing within reach of the ordinary student of literature, who has not time or opportunity to pore over massive folios and find out what is best in them, just what he needs to become familiar with.

—HEROIC BALLADS, WITH POEMS OF WAR AND PATRIOTISM, edited with notes by D. H. M., (Ginn & Co., 319 pp.) is the latest addition to the publishers' admirable "Classics for Children" series. It is sure of wide popularity. There is a thrill of exalted feeling in these poems which awakens a warm response in youthful hearts. We have all enjoyed Horatius, Marco Bozarris, Casabianca, Hohenlinden, The Landing of the Pilgrims, and The Battle Hymn of the Republic, with many others found among the sixty-eight of this volume. We enjoy them still, and it is a good work to have gathered them in one book for the delight of young readers.

—HOW TO PRESERVE HEALTH, by Louis Barkan, M. D. (American News Co., N. Y., 344 pp., cloth $1.00,) appears to be a simple, sensible and practical handbook of advice on subjects of great importance to everybody. About half of the book is devoted to the preservation of health in those who are well, and the remainder to the care of the sick, which is treated under such heads as Nursing, The Family Physician, How to Give Aid in Emergencies, Contagious and Miasmatic Diseases, Diseases of the Nervous System, Diseases of Uterus, Nutrition, Diseases of the Respiratory Tract, etc. The book is not intended to supersede the physician but to guide in avoidance of disease and help to good sense in dealing with it.

—PRACTICAL LESSONS IN GERMAN CONVERSATION, by A. L. Meissner, (D. C. Heath & Co.; 243 pp.; 85c.), aims to prepare the learner for speaking the language. The author combats the view that a modern language may easily be picked up by a short residence abroad. He says: "I have never known a person who in this manner had acquired a correct knowledge of any modern language; but I have known many who had acquired a slovenly manner of thinking and speaking, and who had become utterly indifferent to grammatical correctness." He has prepared a gradual, systematic and progressive series of exercises, designed to lead to a real mastery of German speech, and adapted to be used with any grammar.

—We have received from the publishers, (Arnold Publishing Association, Boston, Mass.,) THE PAROCHIAL SCHOOL QUESTION, an open letter by an Irish Catholic layman to Bishop Keane. It not only speaks strongly for the American public school as the great instrument for amalgamating and Americanizing our heterogeneous population, but condemns the parochial schools as an effort to stay and prevent this result, and especially the war which church authorities are openly making for them and against the public school. It is able and timely, but not likely to arrest the action of those to whom it is addressed. (10c.)

—HOW TO REMEMBER HISTORY, by Virginia Couser Shaffer, (J. B. Lippin-

cott & Co.; 143 pp. quarto; $1.00), revives Bem's method of teaching history, which was quite extensively followed in this country thirty or forty years ago. It consists in a series of century charts, each divided into one hundred squares; position in the squares accomplishes a classification of events into five groups, and each nation is represented by a single color. Thus, by the use of position and color, the events of a century can be charted accurately, and this visual scheme will aid materially in remembering them. The history of the seventeenth, eighteenth and nineteenth centuries is treated in the text of the volume and represented on the charts.

—HINTS ON FRENCH SYNTAX, with exercises, by F. Storr, fifth edition, (D. C. Heath & Co.) is a brief digest of the most important points of syntax, which must be known by every student of the language, with exercises for practice appended.

—PRACTICAL QUESTIONS IN UNITED STATES HISTORY, by J. H. Callanan, (Educational Gazette Co., Rochester, N. Y.; 159 pp.; 40 cts.), arranges the questions topically, to be used in connection with any text-book.

LITERARY ITEMS.

—The last addition to the "Old South Leaflets" (D. C. Heath & Co.) is the famous Bill of Rights, adopted by the English Parliament of 1689, which is recognized as the basis of popular government in England.

—"Harmony in Praise" is the title of a new, unsectarian music book for school and home use soon to be issued by D. C. Heath & Co.

—Mr. D. H. Montgomery, whose "Leading Facts of English History" and "Leading Facts of French History" have proved so successful, has prepared on the same plan "The Leading Facts of American History," which will soon be issued by Ginn & Co. It is a history of the American people adapted to the wants of grammar school pupils.

—The *Atlantic Monthly* for June contains an article by Charles Dudley Warner, entitled "The Novel and the Common School," (a pedagogical essay on reading and reading-books). In this article Mr. Warner displays, in addition to his well-known literary power, the discrimination and insight of a model educator. No superintendent of schools, or teacher, or member of a school committee who desires improvement in our public schools, can fail to derive practical aid and inspiration from this thoughtful, well-balanced, and keen analysis of the duty of the public schools in the supply of reading matter to our young citizens.

—In *Harper's Magazine* for June appears the first installment of Alphonse Dandet's humorous serial "Port Tarascon: the Last Adventures of the Illustrious Tartarin," translated by Mr. Henry James, considered one of the most charming and amusing productions of its ingenious author. Through the Caucus is a fresh and finely illustrated travel article; The American Burlesque, by Lawrence Hutton, is sure of appreciative readers; and the sketch of Bismarck, by George M. Wahl, with full page portrait, is timely and valuable.

—The June Century also begins the publication of a new serial, "The Anglomaniacs," which deals with a curious phase of metropolitan life. Track Athletics in America comes opportunely with the beginning of out-door sports. Mr. Atkinson in Comparative Taxation attempts what we very much need at the present time, an unpartisan and business-like discussion of some points relating to the tariff. The opening paper on "London Polytechnics, and People's Palaces," gives a very suggestive description of philanthropic work in the great metropolis.

—Henry M. Stanley's article, The Emin Pasha Relief Expedition, takes the lead in the June *Scribner*, and is a foretaste of his forthcoming book. It is a graphic picture of heroic suffering amid the horrors of barbarism, and is profusely illustrated.

—D. C. Heath & Co. will shortly issue a manual on the *Reproduction of Geographical Forms*, by Jacques W. Redway, author of The Teacher's Manual of Geography. Also *Deutsche Literaturgeschichte*, Vol. I, the first of three volumes, by Prof. Carla Wenckebach, of Wellesley College. The work will be popular and scientific and in harmony with the latest investigations. *Historiettes Modernes*, by Prof. C. Fontaine, is a second volume of short, pure delightful French stories, such as made the first volume deservedly popular.

NEWS AND NOTES.

—Reference to the official department of this issue will show that the state examination for teachers' certificates comes very late this year. Special attention is called to the suggestions to applicants, in which is given a full list of books recommended for preparation in the different branches; and also to the program of the examinations, which will be closely adhered to by the examiners.

—The work of preparing the new list of books recommended by the State Superintendent for school libraries is now nearly completed for the present year, and the pamphlet containing it will be ready for distribution about the first of July. It will contain about eleven hundred and fifty books, arranged according to the grade of school work for which they are adapted, in all about two hundred and fifty more than were catalogued in the last list. These books have been carefully examined with reference to their fitness for the use intended, and it would be hard to find a more valuable guide to safe and useful literature for young people. We call the attention of teachers to it as a guide for their own reading, and especially commend it to parents who are seeking help in selecting reading for their children. What book to buy for a birthday, or for the holidays, is often a perplexing question, because the purchase must be adapted to the advancement of the child and ought to be of real value to him. In this list is the best guide we are acquainted with. The more generally it is known and used the more fully will its value be recognized.

—We learn that Supt. F. W. Cooley, of Stevens Point, has been elected Superintendent of the Janesville city schools for the coming year. Superintendent Cooley has directed the schools at Stevens Point with great acceptance for many years, during which they have steadily increased in number and efficiency. He brings to his new position an experience which is the assurance of an able administration.

—A very successful teachers' institute was held at Waupun, May 9 and 10, under the direction of Principals H. C. Curtis and F. C. Howard, of the high schools of that place. They were assisted by Supt. Blewett, of Fond du Lac county, Prin. Gibbon, of Brandon, Prin. Keeley, of Fox Lake, Prof. A. O. Wright, of Madison, Miss Mary E. Lyon of Downer's College, at Fox Lake, and others.

—The State Superintendent, with a view to obtaining information as a guide to recommendations to the legislature for action regarding the compulsory education law passed by the last legislature, has addressed a circular to the principals of private schools in this state. He asks whether the Bennett law has been complied with by school officers in their district; whether it has affected their schools, and how; what effects they anticipate from it, and what modifications of the law seem desirable. Four hundred and seventy-eight of

these circulars have been sent out, the list including private schools, academies, business colleges, parochial schools, etc., and over ninety going to the city of Milwaukee. At this writing, a few days since the circulars were mailed, twenty-one answers have been received. None of these report any effect on their schools from the law; a few anticipate loss of pupils, but more do not look for any loss; most of them condemn the law and urge various reasons against it. A circular has also been addressed to the clerks of school boards, inquiring regarding the enforcement of the law, to which answers have not yet been received.

—"Do you owe us anything? If so, do be considerate and pay up. We have sent out some duns and there are more that ought to go. If you have received yours, or if you haven't, do as you would be done by, and pay promptly. This is the time of year when funds run short but expenses are as heavy as ever. So don't delay in squaring your account." So says *Intelligence*, and the suggestion seems to us timely and fitting. We commend it to readers of the JOURNAL.

—Cowperthwait & Co. are bringing out a new edition of Warren's Physical Geography, which is now extensively used in the schools of this country. The new edition has been revised and rewritten from the beginning, provided with new and specially prepared maps, and brought up to the requirements of the times in every way, under the supervision of Professor Brewer, of Yale College. It will be placed on the market early in June. D. H. Smalley, St. Paul, Minnesota, represents the publishers in the northwest and will be pleased to give full details to all who are interested in the book.

—Arbor Day was much more generally observed in this state this year than last. In La Crosse the school board made arrangements for tree planting and appropriate exercises by all the schools. In Madison, besides the tree planting, addresses were made by Sec. Vilas, Mayor Bashford, and others. In Whitewater the Normal School gave a program in which the Normal and Model departments participated. The theme of the essays and recitations was the trees, the woods, the delights of nature, and these too were the theme of the songs. The occasion was greatly enjoyed by a large audience. At Mazomanie an appropriate program was given by the schools gathered in the high school yard, and surrounded by a large audience of citizens. These notes indicate what may be done, and surely there are educational possibilities enough in the anniversary to justify its general observance.

—"The American Book Company" is the name assumed by the new corporation formed by the combination of the school book publishers, Ivison, Blakeman & Co., D. Appleton & Co., A. S. Barnes & Co., and Van Antwerp, Bragg & Co. It is understood that the capital stock is five million dollars, and that influences are brought to bear to induce other firms to join the consolidation. The combination relates solely to school-book publishing, and D. Appleton & Co. and A. S. Barnes & Co. will continue their miscellaneous business as heretofore. The new firms promise to produce books of the highest quality at the least cost, and offer them "at the lowest price at which similar books can be sold in any country. It will pursue an open, direct, business policy towards competitors, customers, authors and patrons. It seeks no monopoly and invites an open and honorable competition, with respect both to quality and to price of books for use in schools."

—Principal D. T. Keeley, of West Bend, writes: "Not long ago the Youth's Companion offered as a prize, a Regulation Bunting Flag, to the school in each state furnishing the best essay on 'The Patriotic Influence of the American Flag When Raised Over the Public Schools.' My school competed, and I received a letter last Saturday stating that my school had won the flag for the state of Wisconsin. Miss Roxy Knapp, 17 years of age, won the prize."

—As will be seen from our advertising columns Webster's Dictionery as it is, is now confronted with a dangerous rival in the form of Webster's Dictionary as it was in 1847, which is like a man's facing a ghost of his former self. The copyright on this ancient edition has expired, and it is reproduced by a photograph-gelatine method at very small cost, and printed on very cheap paper. The result is that it can be sold for a very small sum, and is being pushed by agents and offered as a premium by publishers all over the country. The old edition was an admirable book in its day, and is of value still, though one ought not to be deceived in buying, and suppose that he is getting the modern dictionary or anything like it. For a wide awake man the additions and improvements made in the later editions are the most valuable parts of the book. They are what is new in the world, new words, new definitions, new illustrations—the things one wishes to be informed about, and goes to the dictionary to learn. Webster's Dictionary is kept abreast of the times by the constant labor of a corps of scholarly editors, who are revising, adding, correcting all the time. The new words in the appendix are worth the difference in the price and the biographical record, the gazetteer, and other matters appended of late years, are of great convenience and value. The title of the cheap reprint is misleading and correct—"The Original Webster's Dictionary;" but who would buy "The Original Encyclopaedia Brittanica," or "The Original Gazetteer of the World," or "The Original Cyclopaedia of the Arts?" In books of reference we want the newest, not the oldest, the last, not the "original" edition.

—We should be glad to send "The Evolution of Dodd" to every subscriber to the JOURNAL, free of expense. It is a very inspiring and helpful book for teachers, and exceedingly interesting. We will send it to all who will make a little effort for the JOURNAL, as our advertising columns show. The WISCONSIN JOURNAL OF EDUCATION is now recognized as one of the very best educational monthlies published, and every progressive teacher in the state ought to read it. It will help them in their work, and help them to rise to higher excellence and position.

—*The Home Magazine* is the title of the monthly paper edited by Mrs. Gen. Logan. Each number contains twenty-four folio pages, the size of the *Independent;* it offers a wide range of reading matter by excellent authors, adapted to readers of all ages and classes, and is abundantly illustrated. This large monthly is furnished at the nominal price of 50cts per year. We have made arrangements with the publishers by which we can furnish it to our subscribers in connection with the WISCONSIN JOURNAL OF EDUCATION for one dollar and a quarter, an unparallelled offer. Send for sample copies. We hope by this arrangement to do a favor to many present readers of the JOURNAL, and to considerably extend its circulation. The offer is urged upon your immediate attention, as we cannot give any assurance how long it may be continued. To any one send-

ing us during this month the name of a new subscriber with one dollar and twenty-five cents for both papers, we will send "The Evolution of Dodd" as a reward for services. To any one sending one dollar and thirty-five cents we will send the JOURNAL and The Home Magazine for one year, and also a copy of "The Evolution of Dodd." Now is the time to subscribe.

—The Milwaukee high school last year reached an enrollment of 521. The Superintendent's report shows statistically that the wards nearest the building furnish a by far larger number of pupils to the high school in proportion to their graduates from the grammar grades than those more remote. In round numbers it may be said that the near wards furnish twice as many in proportion as the remote ones. This is a strong argument for creating more than one high school. Besides, the enrollment is becoming so large as to make this necessary for purposes of efficient instruction.

— Supt. Anderson speaks as follows of the Kindergartens in his annual report: "The average age at which pupils enter school to be formed into the lowest class, when considered with the best results of teaching young children, seems to enforce the policy of sending all children through the kindergarten as the first step in their public education. I have at hand the average ages of the youngest classes in a number of our schools. It will be observed that the average age of these classes in schools where kindergartens are maintained is much lower than in schools where the pupils enter at once on the regular work of reading, writing and spelling. The ages of pupils of such classes in the Tenth and Sixteenth District Schools are respectively four years and seven months for the Tenth, and four years and ten months for the Sixteenth Districts. It is sometimes said that the parents of children in the German-American wards send their children to school much earlier than the American parents do. This would seem to be contradicted by the comparison just made. Comparisons between the Second and First wards, in which no kindergartens are conducted in the district schools, show the average age in the lowest class to be six years and three months in the Second ward, and six years and eleven days in the First ward. This indicates again that there is apparently no difference in the practice of people of German birth and so-called American. A much more significant fact, however, is noticeable in comparing the average age in the Sixteenth and Tenth wards with the average in the First and Second wards. In the latter two schools, it will be remembered, no kindergartens are maintained. I submit that if this difference in the age of pupils first admitted to our schools is brought about by the establishment of kindergartens, it is time to take positive action either in considering the advisability of omitting the kindergarten department altogether, or of establishing kindergartens in all the large schools of the city."

— More significant still for teachers are the following observations regarding primary teaching from the report, for they indicate a mischief which has been noted and feared by intelligent observers. No good school work is pure mechanism, and unless used with intelligence all devices are dangerous: "The establishment of kindergartens in this city has greatly modified methods of training young pupils. These effects are more noticeable in schools where kindergartens are located than in schools in which the lowest class is called the first grade. There is, I believe, much to be accomplished in im-

proving primary education. Many things are done in a mechanical way, by mere imitation. The kindergarten exercises introduced into the first grade, when followed with a purpose and when, on the part of the teacher, there is a clear understanding of the aim of the lesson, are valuable; but mechanism and the art of handling knick-knacks, of distributing a large variety of objects for the pupils to handle and observe, is sometimes carried on in the absence of any definite aim on the part of the teacher. It becomes a hindrance to the primary teacher when she values the kindergarten exercises principally because she imagines there is some magical or mysterious benefit attributable to kindergarten work wherever it is put."

A SQUARE DEAL FOR EVERYBODY.

To enable home and land-seekers to visit the farming sections of Minnesota, North Dakota, South Dakota and Montana, the Great Northern Railway Line will sell excursion tickets, with stop over privileges, good for thirty days, at One Fare for the Round trip, on April 22d, May 20th, September 9th, September 20th, and October 14th, from St. Paul, Minneapolis, Duluth and West Superior.

This will enable purchasers to see the famous Park Region of Minnesota, the wonderful Red River Valley, Devils Lake, the Turtle Mountain, and the Mouse River Regions of North Dakota; the rich valleys of the Big Sioux and James in South Dakota, and the vast fertile districts watered by the Missouri, Milk, Teton and Marias Rivers, in the great Reservation of Montana; no land grant restrictions or extra costs there in securing homesteads.

The Great Northern Railway runs three lines through the Red River Valley, is the only line to the Turtle Mountains, has three lines in South Dakota, and runs the only solid through trains of Palace Dining and Sleeping Cars, Modern Day Coaches and Free Colonist Sleepers to Fergus Falls, Moorhead, Fargo, Grand Forks, Crookston, Devils Lake, Minot, Glasgow, Chinook, Benton, Great Falls, Helena, and Butte, Montana. It is the only railway in the west owning and operating its entire superior equipment, and with solid roadway, 75-pound steel track, insures safety, comfort and speed.

Your home agent can sell you excursion tickets to over 500 points on the Great Northern Railway Line. Maps, guide books or information concerning travel or settlement along this line, cheerfully furnished by any agent of the Company, or F. I. Whitney, Gen. Pass. & Ticket Agent, G. N. R'y, St. Paul, Minn.

A BUSY AGENCY.

During the last two weeks of April and the first two weeks of May, the School and College Bureau of Elmhurst (Chicago), recommended teachers for OVER 600 VACANCIES. Not a day passes that we do not receive from 30 to 50 letters from employers—Boards of Education, Superintendents, College Trustees, College Presidents, Principals of Academies, &c., asking us to recommend a candidate for this or that vacancy. *If you are really seeking a position*, it will pay you to join a Bureau that has something to offer, and that recommends its candidates for *genuine* vacancies. Send for manual, blanks, &c.

Address C. J, ALBERT, Manager, Elmhurst, Ill.

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OPENING EXERCISES.

[A Morning Talk at the Whitewater Normal School.]

To make a good program for any school, graded or ungraded, is no easy task; but we all know how to begin one, for is there not always for the first item "9 to 9:20 (9:15 or 9:20) Opening Exercises?"

Yes, you can get that on to your program without much trouble; but do you imagine that you are going to be able to get through that exercise day after day without some trouble, or at least earnest thought and careful preparation? If you are willing to settle down to some one exercise to be repeated morning after morning, you may escape one kind of trouble; but another and a more wearing one will be in store for you; for if there is anything that will insure you a dull, heavy forenoon's work, it is to begin the day with a lifeless, uninteresting exercise. You would much better leave this item off your program and begin at once with reading, geography, or arithmetic, if you cannot make your "Opening Exercise" such that no child will be willing to be tardy, and all will look forward to it with pleasure, and not regard it as something simply to be endured.

The young teacher often asks, "What can I do to make my morning exercises pleasant and profitable?" Would the answer seem rude or unsympathetic if one should reply, "What is there you can not do?"

If I briefly refer to a few of the exercises I have seen used with success, it is with no desire of depriving anyone of the pleasure of using her own ingenuity when her days of need come.

The singing of favorite songs is never untimely, and the teacher who can sing well and can inspire her pupils to sing their best is fortunate.

The day may come, as come it should, when no one who can not sing will be considered a qualified teacher of children.

At the close of school, occasionally appoint several pupils to give the next morning items of interesting news. When they have finished call for volunteers. The volunteers will often do as well as those who were appointed. Use a map during this exercise, locating all places mentioned.

Some mornings call upon the children to tell what they have observed since four o'clock on the previous day. They always enjoy this exercise, and their eyes soon become "eyes that see." They will tell you of strange sunset or sunrise, the early robin, the nest in the hedge, the pussy willows, many things that will surprise you unless you are used to the wisdom of the little ones.

"They find in the thick waving grasses
Where the scarlet-lipped strawberry grows;
They gather the earliest snowdrops,
And the first crimson buds of the rose.
They know where the apples hang ripest,
And are sweeter than Italy's wines;
They know where the fruit hangs the thickest,
On the long, thorny blackberry vines."

The ability to add rapidly and accurately is rare but very desirable. A number board with the figures on movable slats is a great convenience. Use two or three columns on each side and in the center for examples, and then shift a part of the slats, thus forming new examples. Let the one who gets the answer first, stand. Time him. See how many have the correct answer. Let the children choose sides and have a contest lasting several mornings.

There are boxes of historical, geographical, and biographical cards that furnish a great amount of useful information, and can be used in many ways to keep up the interest. Directions for using the cards accompany each box, but a skillful teacher can devise many anditional ways for using them. They are wonderful cards if well handled.

Teach a set of Bible verses arranged alphabetically, and then encourage the pupils in looking up other sets. Thus: A. A good name is rather to be chosen than great riches. B. Blessed are the pure in heart. C. Cleanse thou me from secret faults. D. Do unto others as ye would that they should do unto you.

Does anyone question the legality of this last exercise? Time will

answer many vexed questions, but I doubt there ever coming a time when these and similar purifying and uplifting lessons may not be taught simply because they are in the Bible.

Miss F. uses in our intermediate department a small book containing responsive exercises, arranged by Miss Tupper when a teacher in this school. In this are choice quotations from the Bible, Confucius, Buddha, Socrates, and many other writers, ancient and modern. The children are always glad to use these exercises, and some of the older ones have memorized all of the responses.

There is a small book on "Manners" written by Edith E. Wiggin, which I have seen used with profit. There are chapters on "Manners in the School Room," "Manners on the Street," etc., etc. There are headings to each chapter to be placed on the board before the chapter is read. After the reading require the pupils to reproduce the chapter, either orally or in writing, making use of the headings.

In the WISCONSIN JOURNAL OF EDUCATION may be found nearly every month an article called "In the School Room." These articles suggest a great variety of interesting and instructive exercises. The JOURNAL costs a dollar a year. Is there any teacher who cannot afford that? Or rather is there any teacher who can afford to teach without that or some other equally helpful educational journal?

I remember well that when I first subscribed for the JOURNAL the first number that came contained what was to me worth more than the dollar. I really felt all the rest of that year, as the remaining valuable numbers came, that I was getting something for nothing. That feeling makes some people uncomfortable; others, happy.

For an occasional exercise place on the blackboard a long word or a short sentence and set the children to work to see who can write the longest column of words formed with the letters found in the word or sentence. The sentence, "Able was I ere I saw Elba," is always attractive when they are led to discover that it can be read from left to right and right to left the same. Begin the exercise some morning and then let them add to their lists at any spare time during the day. Encourage the use of the dictionary. Collect the papers at close of school, and examine and report next morning.

I have yet to mention the reading of good story books. I have seen a school so deeply interested in a story that the children would rejoice when a rainy day came, for then they could stay in at recess and get

another chapter of the story. There are many books now-a-days suitable for this purpose. Encourage the pupils who are old enough to do so to choose characters in the story and then each write all he can about the one chosen. I remember well an intermediate department where the children listened with the closest attention to the whole of "Uncle Tom's Cabin," although the reading continued through several weeks. And then the beautiful stories the children wrote! Some chose little Eva; others, Uncle Tom; others, Miss Ophelia; but no one cared to be Legree. Much of this story writing was done out of school hours.

A good Friday morning exercise is to let each in turn tell some one thing he has learned during the week. Or let one child have a certain number of minutes and see how much he can tell in the allotted time. The variety of facts presented is often surprising and gratifying to the teacher, and instructive to those who listen well. All can join in this exercise, unless there be an occasional one who cannot recall anything that he has learned. Perhaps there may be nothing to recall. If so, that fact may suggest something to the teacher concerning the next week's duties. But of all the many things one may use with pleasure and profit in general exercises, I believe that nothing can furnish greater variety or yield better results than the practice of committing to memory choice quotations and short poems. There is real pleasure in the learning of them, and when a school has learned a considerable number they can be used in many ways; in contests, challenge games, etc., etc.

Put one or more stanzas on the board after the children have gone at night and cover with a map. When all are ready the next morning, uncover the verses and see who can learn them first. This will train the attention and quicken the memory. Have the children explain the meaning of the verses; usually orally, but sometimes in writing. Here again you may be surprised at the children's wisdom. Take such a stanza as this, and you may get from the children some truths concerning the relation that duty and happiness bear to each other that will be worth knowing and heeding:

"When I sought happiness,
She fled before me constantly;
Weary I turned to Duty's path,
And happiness sought me
Saying, 'I walk this road to-day;
I'll bear you company.'"

Do not fail to arouse an interest in the authors of the selections learned. You can teach many lessons in morals with choice quotations as your texts. A little girl said to me very earnestly a few days ago, "Why, Miss C. doesn't just teach school. She teaches us to read and write and all such things, but she teaches us how to be good, and what things are naughty."

The noise that children make in putting away books and slates when preparing for intermission may be lessened, and what is made may be well covered up by having a concert recitation at the same time. While mentioning a few things that one can do, I wish to mention one thing that I know one *can* do for I have often heard it done, but that no one ever should do, and that is to give a *loud* signal. Is it ever necessary or well to strike a bell with all the force there is in your strong right hand? Such a signal always makes some children feel like saying "I won't," and who can blame them. When time for recess comes, if the teacher will begin in a low tone some beautiful selection, the children will join her at once, the desks will be cleared quietly, and when all are ready to rise, the uplifted finger or eye of the teacher is all the signal that is needed. Continue the recitation till the open door is reached by the last pupil. When the children begin to come in after recess, begin another verse, and each child will walk lightly across the floor and the books will be taken out quietly. It is not necessary or best that this should be done at every intermission. Do this often enough to keep the children in the habit of moving quietly, and not so often as to have it lose its influence.

I must not use any more of your time in suggesting things that may be done. No doubt your minds were already well stored with things you either have tried or are eager to get a chance to try. Go to your work with real love in your hearts for the children, and that vexing question concerning government, discipline, bad boys and girls, need not be ever uppermost in your minds. Our poet Longfellow wrote with a heart full of love and pity for the children,

> "Oh, little feet that such long years
> Must wander on through hopes and fears,
> Must ache and bleed beneath your load,—
> I, nearer to the wayside inn
> Where toil shall cease and rest begin,
> Am weary thinking of your load."

A blessed part of the teacher's work is to lighten the burdens of the little ones all that is best for them, and to look well to his own ways that by no stumbling-blocks of his placing shall the little feet be made to bleed.

Ada Ray Cook.

WHITEWATER, WIS.

TWENTY WEEKS IN MANUAL TRAINING.

Two classes of people advocate manual training,—one class solely for the mental discipline gained, the other for the manual dexterity acquired. The first class claim that the public schools have no business to do more than train the mind of the pupil, that the home, the shop and the place of business must be relied on to teach the pupil to apply his knowledge. The second class believe that the whole individual should be trained; they see no more reason why the pupil, after being taught the rules of arithmetic, should be trained to perform actual examples from real transactions,—to measure a room or a pile of wood, than that he, after being taught the simple machines should be able to construct them; having learned the principle and law of the screw he should be taught to drive one; having learned the theories in regard to the properties of timber he should be made to apply those theories in working the timber.

"But," say some, "Why should the school be burdened to teach the boy to drive nails, to saw boards and do various other mechanical tasks?" For two reasons; first: because everybody, rich and poor, high and low, is constantly in need of a little manual dexterity; from the time a man buttons his collar in the morning till he fastens his door or window at night he is called upon to perform mechanical operations, for most of which the great majority, especially of those reared in town and city, have had not the slightest training, this training having been constantly diminishing for the last fifty years; second: because formerly a great many operations as stitching shoes, braiding hats, plaiting straw, seating chairs and making mats were done in the households and the boy and girl were brought up to these operations and learned them almost without effort. Now the rapid introduction of machinery has taken these operations out of our homes, the shops have "No Admittance" written over their doors, and the youth of to-day not only does not have a chance to do, but is debarred from seeing any mechanical

operation. Hence if he is to have manual training it must come through the schools. There are some who would approve of manual training if it were possible to have a course of two or three years, but who have no faith in a short course. It is the purpose of these articles to outline a course such as is possible in a high school, a "Twenty Weeks in Manual Training." Forty-five minutes a day are to be devoted to the work. Some claim that it would be better to have longer periods and fewer, but if the work is to be done by girls (and I believe it should) forty-five minutes is long enough at one time. This work seems to fit in best with the work in physics.

Supposing a high school is to start manual training on as economical a basis as possible. Of course the first thing necessary is that the teacher should be something of a mechanic, and have some "knack" with tools. A good teacher of physics is generally that way. We will assume that a room is to be fitted up for a class of twelve. The room should have, when finally complete, six benches eight feet long, two and one half feet wide and 32 to 36 inches high. The most convenient way to start would be to have a carpenter build six good benches, but all that is *necessary* is to have one good bench built as a pattern for future ones, two or three roughly improvised, and for the others one plank of future benches put upon "horses" with their ends against the wall of the room. Among a dozen pupils there will always be found several who can be set at work in a few days following directions and the pattern and gradually making the benches, tearing down the improvised ones and replacing with copies of the model made by the carpenter. In the meantime those who have no skill with tools can be kept upon work which does not require a fully equipped bench. The benches should have a vise at each end on opposite sides, and upon each bench or hanging near it the following tools, the cost of which is as follows:

1 14 inch back saw	$1.50
1 jack plane	75
1 smoothing plane	1.00
1 try square 6 in. blade	25
1 set firmer socket chisels, 1 in ½ in. ¼ in. ⅛ in.	1.05
1 claw hammer	65
1 screw driver	20
1 gauge	15
2 vises	1.20
Material for bench	1.50
Total	$8.25

For every two benches there should be:

1 26 in. rip saw	$2.00
1 26 in. hand saw	1.75
1 block plane	1.00
1 shave	75
1 bit brace	35
1 oil stone	25
1 set bits ¾, ½, ⅜, ¼ inch 2 gimlet bits	1.25
Total	$7.35

For every six benches there should be:

1 carpenter's square	$1.50
1 long jointer	1.50
1 pair match planes	2.50
2 rabbits	1.50
1 grindstone	3.00
Sundries, drills, bits, auger, scratch awls, etc.	5.00
	$15.00
Six times cost of each bench	49.50
Three times cost of each two benches	22.05
Total	$86.55

A very desirable thing is an anvil with vise attachment, $3.00, and a turning-lathe, the castings for which can be got for $5.00 and upwards and the frame made by the workers. A glue pot is desirable but one can be made of a tin can inside of a larger one.

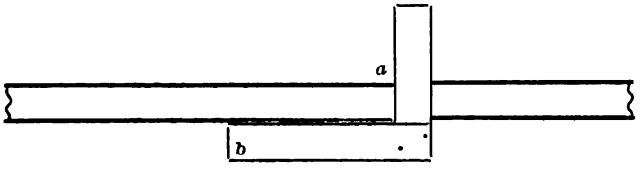
The above is an estimate of what is desirable for a class of twelve, but most of us have been obliged many times to get along with less than seemed necessary, and so in this matter much can be done with less, perhaps two thirds as much. It is generally agreed that instruction should take the form of class work partly and this be followed by personal supervision. Perhaps one period a week is a good proportion for the class work.

LESSON I. Object of the lesson: 1. To teach facts about the grain of the wood. 2. To teach the use of the try-square. 3. To teach the use of the chisel. 4. To teach the kinds and uses of saws.

If there were saws enough for every one, the lesson on the saw would be enough, but as not all can be doing the same thing at once, it seems best to take up the saw and chisel and then a part of the class can go to work with the chisel and a part with the saw. Those using the saw can soon get out some small pieces for the chisel workers, in the first class; there will be waste pieces enough for subsequent classes.

The grain of the wood must be explained, the use of the terms "with" and "against" the grain, how to tell which way the grain runs. It should be shown that the strength of a given piece of wood depends upon the way the grain runs, and how the grain should run for a piece to withstand the various strains to which it may be subjected.

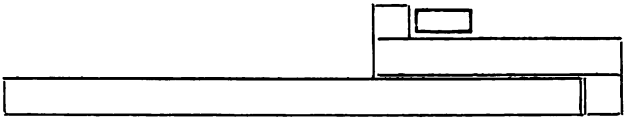
The try-square, as its name implies, is to test work to see if it is square and also for marking lines on narrow pieces perpendicular to the edge. For this purpose the handle or thick part is placed against one surface to be tested and then the work is held up to the light to see if the surface under the blade is true and square with the surface against which the handle rests. In marking with the try-square care should be observed not to let the pressure at the end of the blade move the handle away from the surface against which it rests and so fail to get a perpendicular line.



A sharp pencil or point of a knife should be drawn along the edge *a*, and there should be pressure of the left thumb at *b* to keep the handle down close to the wood.

The theory of the chisel should be explained, which side up to use it for various kinds of work, its use with and across the grain, and the task set to smooth one surface of a piece of wood and another at right angles to it. Frequent testings with the try-square are necessary, both to see if the surfaces are level and at right angles to each other. Pieces a foot or so long and one or two inches wide from ⅞ in. boards are right for this work, and also for the next job presently to be described. The use of the chisel across the end of the grain by hand and with a mallet should be shown, the drawing stroke by hand, and the caution not to strike the chisel handle with anything except a mallet or piece of wood. A short thick spatula of hard wood makes a fair substitute for a mallet until better ones can be made. This practice may be continued until a fairly smooth surface can be made with a chisel, and until the edge of a piece can be chamfered, both with and across the grain. The different kinds of saws, the large "cutting off," the rip saw and the "back saw" with their different kinds of teeth must be explained

and their uses shown. Sawing to line, across and ripping, is to be explained. Pieces a foot long and two inches wide may be marked with a try-square, using a fine pencil, and sawed into pieces one half inch long, testing the cut end each time with the square. They should be marked on the top and edge next the operator. These pieces are held with the left hand against a "bench-hook" which the pupils make the first day by nailing cleats across the ends on opposite sides of a board a foot long and three inches wide. The edge of one cleat rests against the edge of the work-bench and the work is pressed against the other cleat.



The work should be held *firmly* against the "hook" in such a position that the saw will just escape the right hand edge of it; the thumb of the left hand should be placed down to the mark to guide the saw in starting; the further end of the saw should be a little lower and start in just to the right of the mark. Slow long strokes must be used, not bearing down on the saw, but rather holding it up a little, the first stroke being a drawing instead of a pushing stroke. As the saw works down and gets to the front edge of the block the attention should be turned from the mark on top of the block to the mark on the front edge, down which the saw must be carefully guided. When the piece is nearly off ease up on the saw a little in order that the stick may not be split off.

Beginners are usually afraid to place the saw *against* the thumb for fear of being cut, but careful examination will show that the sharp part of the teeth comes below the flesh and the saw cannot cut if the thumb is held against the saw; if the thumb is a little way off, the saw is liable to slip and then it will strike the thumb and cut it.

LESSON II. Object of the lesson: 1. To teach the kinds of planes. 2. To teach the use of the planes. 3. To teach the setting and care of the planes. A "plane" is a chisel held in place by a piece of wood or iron called the "stock" which keeps the chisel at the same angle, and also by its under side called the "sole," prevents the chisel from going into the wood too far. The chisel frequently has a "cap" of iron on the upper surface to turn over and break off the shavings to

prevent the wood splintering when the plane is run against the grain. The common planes are the "fore" plane for the first planing of a rough board, the "jack" plane to follow this, having a broader chisel with the edge straight instead of curved, the "smoothing" plane, very short and light for quick strokes to finish the work; the "block" plane for the ends of pieces, the "long jointer" for making straight the edges of long boards, the "rabbit" plane to take away a part of the thickness of an inch or less in width of a board to make what is called a "half" joint; "match" planes to make tongues and grooves to match boards together. Besides these there is a great variety of moulding planes, "hollows and rounds," patent "plows," etc., for doing fancy work. The pupil should be shown how to stand, with the side to the bench, the left foot pointing forward, the right toward or under the bench, the right hand grasping the handle, or stock of the plane, if a small one, and the left grasping over the top of the stock in front of the throat of a large plane, or around the front end of a small one. The body should be braced by the feet to make a quick, firm stroke. Care must be exercised to hold down the front end of the stock at the beginning of the stroke and the hind end at the last end of the stroke; otherwise the plane will "stutter" at the beginning and take off too thick a shaving at the end of the stroke. The stroke should be started and be under headway before the edge of the chisel gets to the work in order that the enertia of the plane and operator's body may carry the plane along over the work. In drawing back the plane it should be turned on to one edge in order not to dull the chisel.

The width of the "rabbit" is determined by the fence, a movable piece on the sole of the plane or by slightly nailing a thin cleat on the work and letting the plane slide against it. The pupil should be shown how to set the plane iron in or out by striking the stock on top or on the end to draw back the iron, and how to drive in the iron or move it to one side if one corner digs in too much. For this kind of work the ordinary plane whose iron sets with a hammer is less troublesome than those which set with screws or levers. Caution should be given not to lay the plane on to the bench with the sole down to be dulled.

LESSON III. Object of the lesson: 1. To teach the kinds and uses of hammers. 2. To teach the kinds of nails and their different uses. In this lesson may be shown the claw hammer, its use in driving and drawing nails, the riveting hammer with straight and cross piece;

the mallet and the hatchet. Three kinds of movements are used in striking: the wrist movement for light blows with small hammers, the elbow movement which is ordinarily used in driving nails, and the shoulder movement for heavy blows. The pupil should practice striking a smooth surface of a board till he can make a dent of uniform depth all around; then he should drive nails through a board a little thinner than the length of the nails, being careful not to leave any hammer marks; afterwards these should be driven back and drawn with the hammer. In drawing nails care must be used to put a block under the head of the hammer that the nail may not be bent or the hammer handle strained in drawing heavy nails. Practice in scoring and splitting with the hatchet may naturally follow here. The different kinds of nails should be shown, the way to drive nails to prevent splitting, blind nailing, etc.; here will be shown brads and finish nails and the process of setting in the heads. The clinching of nails may also be shown.

(To be Continued.)

Arthur A. Upham.

WHITEWATER, Wis.

THE STUDY OF NATURE.

Two persons take a walk in the country. They are, perhaps, on the same errand, they traverse the same ground and are, for the time being, surrounded by the same circumstances; and yet to one the walk is full of pleasure; new beauties have been noted, new facts of nature have been learned; the walk has added treasures to his store of mental pictures, knowledge to the mind, and new thoughts for mental food: to the other the walk has been a walk—simply that and nothing more, a necessary preliminary to some errand. The difference is that one is observing, the other unobserving.

It follows then that whatever is done for a child to stimulate observation of nature is to enlarge its possibilities for enjoyment and culture throughout life. The following questions are suggestive of others in the line of stimulating observation of nature. They may be used as the basis of opening exercises or of language lessons as may seem best suited to circumstances.

Why is it possible for the earth to be so soon clothed with verdure in the spring?

What is the character of the plants that appear first in the spring?

These questions may lead to a discussion of the way different plants protect their buds, how nourishment is stored; and this latter question may lead to a lesson on the forms of roots, bulbs, tubers, etc. Just now is a good time to question about the maple keys. What are they? From what developed? Does the maple, in maturing seed before the leaves are grown, follow the usual order of plants? Why is it possible for it to do so? What other plants follow the same order? Are keys formed on all the maple trees? Questions about the shape of the keys, and about the ripe dandelion heads, and why we so frequently find berry bushes growing by fences, and under solitary trees, may, after sufficient time for thought and investigation has been given, lead to an exercise on the general subject of "Distribution of Seeds." After a series of such questionings the pupils may be allowed to tell of independent observations, what they have seen of interest on their way to school, etc.

A subject, such as "The Robin," may be given out a few days previous to its discussion, and pupils requested to observe, question, and learn all they can of the robin. The exercise might be appropriately opened or closed with the song "The Robin" in the Franklin Square collection of songs, and pupils should be encouraged to tell anecdotes and to recite poems appropriate to the subject.

Right here let me make a plea for the literature which should accompany such observation. The child's own observations will be stimulated by it, and his mind enriched by the observations and beautiful thoughts of others. He may now gain treasures in such literature that shall be to him a joy forever, or lacking them now he may lack them forever. In childhood the mind is more receptive. In active life, the newspaper, and the literature of his business will form the bulk of his reading. Happy is he if his school days have left him a legacy of songs of nature which will prove a fountain of refreshing. He will remember with gratitude the teacher who leads him to these songs, and induces him to commit them to memory. To-night at sunset I heard a robin's song. Instantly from far off school days there came to mind this little gem:

"Do you hear the robin singing,
Little one,
When the rosy dawn is breaking,
When 'tis done?

Do you hear the wooing breeze
In the blossomed orchard trees,
And the drowsy hum of bees,
In the sun?

* * * * * * * *

All the earth is full of music,
Little May,
Bird and bee and water singing
On its way.
Let their silver voices fall
On thy heart with happy call,
Praise the Lord who loveth all,
Night and day,
Little May.

Let us open the ears of the chilren to this music of nature! On a bright June day,—for these things are more impressive if timely,—the pupils may learn this gem from Lowell's prelude to Part I. of the Vision of Sir Launfal:

"What is so rare as a day in June,
Then, if ever, come perfect days,
Then Heaven tries the earth if it be in tune,
And over it softly her warm ear lays,
And whether we look or whether we listen,
We hear life murmur and see it glisten.
Every clod feels a stir of might
An instinct within it that reaches and towers,
And groping blindly above it for light,
Climbs to a soul in grass and flowers."

The bob-o-link is a very interesting bird with a secret. The children will be pleased to know about him, not only for his own sake but because it affords such an excellent opportunity for them to learn that rollicking poem of Bryant's on "Robert Lincoln."

Why the birds should be protected is a good lesson to develop, and it may be beautifully emphasized by Longfellow's "Birds of Killingworth." This is rather long for committing to memory, but if the children can carry in their memories a few of its stanzas, such as,—

"'Tis always morning somewhere,
And above the awakening continents from shore to shore,
Somewhere the birds are singing evermore,"

the poem will contain for them not only a lesson but a benediction as

well. When autumn comes with its falling leaves give such questions as these: "Do the leaves of all trees fall in autumn?" Contrast the oak and maple. "Do the evergreens shed their leaves at any time?" Now introduce also Bryant's "The melancholy days are come." Lowell gives us a beautiful picture of winter in his prelude to Part II of "The Vision of Sir Launfal;" and passages of Whittier's "Snow Bound" should be read some morning when the earth is white with the newly fallen snow.

These questions and passages are by no means exhaustive but simply suggestive of the treasures to be found in Nature and in books for the head and heart culture of the children.

Hattie E. West.

REEDSBURG, Wis., May 21, '90.

THEORY AND PRACTICE.

UNGRADED SCHOOL WORK.

To the teacher of the ungraded school there are special discouragements. Her position is one of isolation. She is too far away from other teachers to learn through a discussion and comparison of work. She is not apt to receive as visistors those whose presence and interest would stimulate to a better endeavor. The community, while exacting in many things, is rarely alive to the true lines of educational progress. The salary is unbalanced by the range of work.

Whether she experiences one or all of these drawbacks, the number of grades is like the Old Man of the Sea in the story of Sinbad,—a crushing, benumbing, exasperating fact. But is there no brighter side to the picture? Must the teachers of "two thirds of the school children in the United States" feel that they, the many, must always remain in the Valley of Humiliation? Shall the more fortunate few in the graded schools alone reap the harvests of success?

There is another side to the picture. To the lonely teacher making her laborious way in the country wilderness, the noblest delights of the noblest of professions need not be denied.

You hold the lives of little children, who may in your face catch their best visions of the Infinite. Day by day your love, your patience, your ideals, your efforts at true judgment, are shaping, are giving character to the pliable lives around you. Can anything be sweeter to the sensitive craving of the true teacher's heart?

This may await you in the ungraded school. In the graded schools, where a new class is received in September and dismissed in June, there is a subtle tendency to discourage individual, personal interest. We may still preserve our love for children, but it will be for children in the mass rather than singly,—for children in the broad sense, rather than for Harry, Bessie, or Malcolm. We have noticed also in such schools that the pupils, accustomed to continual change, place a less personal value on the teacher's friendship. They go cheerfully from one grade to another, and accept the new teacher with apparent indifference as a part of the change. Of course there are many exceptions, where teachers are too strong and magnetic to yield to these subtle influences, and where the anguish of parting in the pupil betrays the deep personal attachment created. The country teacher has more opportunities of intercourse with her pupils outside shool hours than the town teacher is apt to gain. There are the walks to and from school, the possibilities of the noon hour. Then, as the superior in intellectual acquirements, the country teacher may find herself at the head of all efforts to quicken the common life of the neighborhood. To the children, who often see no life beyond the boundaries of their own dooryards, the school-house may become the centre of a quickening intellectual and social life. It is no mean thing to be the leader in all good influences of even the humblest country district. And if our rural neighborhoods are ever to rise in the appreciation of what is good, necessary, and attainable, it must often be through the consecrated pluck and energy of some large-souled teacher in their midst. As the ungraded school teacher may take her pupils at the start and train them through several successive years, she is able to supply what was lacking the year before, and plan also for future work.

The range of work being so broad, the teacher is saved from the narrowness, the rut of habit that may become the insidious foe of the graded school teacher. She is compelled to be versatile. Her executive powers are developed and taxed to the utmost. The pupils, in their turn, are compelled to self-reliance. In a school where the teacher is always at hand to guide the child and smooth over every difficulty, the pupils become dependent before we are aware.

Then in the country one has the free air, the broad, over-arching sky, the woods, fields, and pastures, with their rich material for work in natural history and other departments of elementary science. There

may be a sluggishness in the mental atmosphere of the community, but there are fewer influences toward vice and contamination.

Let the teacher of the ungraded school take heart. Her star shall not set in a perpetually clouded heaven. The highest delights of a noble profession are open to her, but the sum of her influence shall depend upon the energy of her purpose, and the depth of her consecration.—*American Teacher.*

THE STULTIFYING PROCESS.

I was at a spelling-school the other night. It was a real old-fashioned spelling-bee; a spelling-down contest. It lasted more than two hours, and during that time little boys and girls twelve and thirteen years of age were called upon to spell such words as hyperbola, parabola, isosceles, metonomy, synecdoche and many others similar, comprising a list too long to mention; in fact, three fourths of the words spelled by the "little folks" that evening were as foreign words to their minds. They had no idea of the meaning of such words, and the memorizing of them was a step in the wrong direction. Such work tends to retard rather than aid in the work of mental development. I call such work a process of stultification.

I visited one of my rooms the other day, and while there a class of thirty was sent to the board to solve some problems in addition. Nearly all added at sight, passing rapidly from combination to combination. One little girl, however, did not have a mental grasp of the unions to be made, but walked from figure to figure by means of her crutches—her fingers. She had been started wrong. Her teacher, in the desire to get at the fact required, had lost sight of that more important part, mental strength. The mind had been fed in the wrong way. The process had been one of stultification.

In my room at present there is a pupil who, failing in work of any kind, immediately calls for help. This pupil has never walked alone, and as a result the mental power requisite to the doing of things has never been received. This pupil's mind is like a great factory filled with useful machinery, but useless till some one else directs the work. Self-doing and self-thinking, which give strength to the mind, have yielded in this case so often to the demand for help, that what was intended to aid has ultimately terminated in a dwarfing, stultifying process.

Last summer I visited several country schools, and in nearly every case it was evident that the teachers did not understand the nature of their work. There was nothing done at any recitation to make the child think. He was treated as a phonograph, and the teacher turned the crank while the book-gleaned facts came out word for word, just as they had been taken in. Such a process means decay, not growth; weakness, not strength; mental dullness, not mental activity; a flinching from duty, not an aggressive spirit for the right.

A parent met me on the street the other day with the remark: "My little boy is getting along finely." I assured him that was gratifying to me, and I was about to congratulate myself upon having such able assistants, when he suddenly turned my thought into another channel by remarking, "He never did so well in reading before. He knows the First Reader by heart." "He knows it by heart," said I, "then he certainly knows but little about reading." Upon investigation I find that the parent is right about his boy's knowledge of the First Reader, and that my position regarding his ability to read is equally correct. The little fellow has been gathering through the ear what should have passed through the eye, and as a result the memory faculty alone has been developed, the mind has become a passive recipient of facts, and is not an active force. Another method in the process of stultification.

As teachers we are daily committing these errors, errors that are sins against the child-natures given into our keeping. Can we but master this one question, the how of feeding the mind so that its growth will be symmetrical, the resulting vigorous, active, healthy minds about us will stamp success upon our efforts.— *Washington Journal of Ed.*

WHAT DO YOU THINK OF THIS?

An interesting letter was published in the *Inter-Ocean* from a lady who is now quite a noted designer of embroidery. She says: "I began by teaching school in a Wisconsin school-house; I was full of enthusiasm, but I soon lost it. I found the other teachers a stolid set, most of them knowing nothing except the bare rudiments; nothing of literature, nothing of history, nothing of art. My school was always in a buzz of excitement. I did not have to punish or expel any one.

"Finally spring came, and I was debating what I should do. One of

the parents said to me, 'You won't teach school long, you are too smart,' That was not my way of putting it, but I felt that teaching did not bring out my best powers. On the closing day the board and all hands were there, and we had a rousing time. Tears flowed copiously. They offered to double my wages, but I had an offer to teach in a graded school, and accepted it.

"Here I saw again such ignorance among the teachers, that I was confounded; why, I had learned before I was twelve years old things they had not heard of. 'Shakspeare,' said one, 'what did he do?' Why, I was ashamed. Well, I did not see there was any chance for me, and so I turned to fancy work. I had taken lessons in designing, in Cleveland, when I was about fifteen, and I got a place where I met with cultivated, earnest women. My salary is twice what I could get as a teacher. And then there is no politics in it."

POLITENESS TO PUPILS.

The longer I teach the more thoroughly I become convinced that the teacher who is on the best social terms with her children obtains the best results, and not she who dares not relax her dignity long enough to give a smile or a pleasant word. Still less she who treats them as if she could not place any confidence in them, and even forgets herself at times; so far as to say "You are lying to me," "Now don't lie," etc., as I have heard on more than one occasion.

Twice to-day I have seen my theory brought into practice. In the first case, a boy who last year was pronounced a disagreeable fellow, entered the room; was pleasantly greeted by his teacher and engaged in a short conversation about a social event. Only a few sentences were exchanged, and as he turned away she asked, "Can I do anything for you, Harry?" "Nothing, thank you;" and that "rude boy" went to his seat feeling like a man and a gentleman, and to my certain knowledge that teacher never complains of rudeness from him.

In the second case a bright boy just beginning the study of history, came to his teacher with a simple little story of Penn's dealings with the Indians — stale to her, no doubt, but fresh and new to him. She appreciated that fact, and he was received just as he had expected to be, with a bright smile and a hearty interest in what interested him. She sent him away with a face wreathed in smiles, and he will feel a real de-

sire to find new facts for a teacher who shows appreciation of his efforts. I mentally resolved that hereafter if I felt no interest in those old, new things, I would assume it, feeling that the "end would justify the means." But I contend further that the teacher who can feel no pleasure in the pleasures of her pupils has stayed too long in the schoolroom, and should step aside and make room for those of gentler hearts and sweeter tempers, who will treat pupils as reasonable beings and inspire a perfect confidence and respect.

Try it, you tired, grumbling, fault-finding teachers, and see if it does not bring peace to your souls.—*School Moderator.*

MAKING STRONG MEN.

The power to think for one's self has too little standing in the school, and we do not insist enough upon the appreciation of the worth of school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing—an easy road without toil—is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of ignorance.—*The Century.*

AN INFLUENCE FOR GOOD.

Children are very much what their teachers make them. I find plenty of deleterious and detestable influences at work, but they are influences of journalism in one place, in another influences of politicians, in some places both the one and the other; they are not influences of teachers. The influence of the elementary teacher, so far as my observation extends, is for good; it helps morality and virtue. I do not give the teacher too much praise for this; the child in his hands so appeals to his conscience, his responsibility is so direct and palpable. But the fact is none the less consoling, and the fact is, I believe, as I have stated it. —*Matthew Arnold.*

EDITORIAL.

"SUMMER schools or summer excursions?" Some will answer both, and the vacation is long enough for both. To get rest by change rather than by sloth is the chief thing, provided the change ministers to growth.....THE comparatively light comment on the decision of the Supreme Court of the state in the Edgerton case is a striking evidence of our progress towards the complete secularization of education.....CHARLES Dudley Warner thinks that the habit of reading the brief newspaper paragraphs destroys power of concentration, and the disposition to read in order to remember, or in order to reflect upon the subject presented. Is this not probably true?.....THE editor of the *Century* magazine received nearly nine thousand manuscripts for approval during the past two years. Less than four hundred were printed. That is manifestly not a promising field for beginners.....A FRENCH boy in his school course spends 770 more hours in recitation than an American boy, and a great deal more study out of school is required of him. What wonder that at 17 he is as far advanced in study as an American boy at 19? The outcry against overpressure in this country has borne this fruit—that we find ourselves outstripped in school by the young people of other lands, noticeably France and Germany. Will the result be satisfactory?.....ONE pleasant feature of the attendance at the Wisconsin Summer School for Teachers is the number who return to the school for a second and third time. This indicates that they found it profitable, and also found how to use it as a means of continuous growth. It is an opportunity out of which you can get what you are fitted to get.....CERTAINLY the series of lessons on manual training which Prof. Upham begins in this number of the JOURNAL will attract the attention of all teachers by their extremely practical and simple plans for instruction of this sort in the schools. We hope they may be the means of leading many teachers to make a beginning with manual instruction.

SUMMARIZED in a single phrase the burden of Mr. Charles Dudley Warner's criticism upon the schools in his article on "The Novel and the Common School," published in the June number of the *Atlantic Monthly*, is that the school does not develop the literary sense. It teaches to read as a mechanical process, but does not give power to appreciate the excellence of what is read. The justice of this criticism is only too apparent. A reading lesson is conceived as but a lesson in reading, and reading is calling words at sight, with perhaps some attention to inflection and emphasis, but usually an attention purely formal and unappreciative. For such an exercise a page from a patent office report or a newspaper is just as good as a passage from Washington Irving or a poem by Tennyson. Now there is a constant tendency in school work to drop thus to the level of the purely formal, and the result is that the pupils fail to get anything of what is properly called culture. They acquire mechanically certain arts, of reading and penmanship for example, but their natures are not re-

fined, their tastes developed, their desires changed. They go out from school coarse, crude and narrow, although they can read and write. But true education would make its first aim to refine and broaden the nature of the pupil, to put him in touch with "the best that has been thought and said in the world," that he might be better and live more worthily in consequence of his schooling. There are two chief reasons why the formal and mechanical thus tend to crowd out the vital from the schools. The first is the insufficient culture of the teachers, and the other that it is a great deal easier to work the mechanical than it is to work the vital. Where teachers have no acquaintance with literature and no cultivated literary taste it is impossible for them to help the pupils in forming one. It is by recognizing and appreciating excellence themselves that they are able to inspire pupils with a love for it. Contact with a cultivated man or woman is of more real value to a pupil than all the drills and formal exercises of the school-room. That forms ideals, and the ideals impel to the acquisition of the formal arts; they are then acquired not for themselves but for what they will give, and thus real education takes place. Mr. Warner points to the steady demand for shallow, sensational, unartistic fiction, and the very small demand for that which has real merit, as a striking proof of the failure of American common schools to give real culture. We have been accustomed to derive great satisfaction from the fact that so large a proportion of our people read, but the satisfaction fades away when we enquire what they read.

A GREAT deal of talk has been indulged in about making teaching a profession; and some progress has certainly been made toward the result. Barriers have been erected which keep out from the pursuit those who have not some preparation for it; above the throng who obtain licenses to teach has been created a professional class who hold state certificates, and to whom the higher positions are limited; a demand for skilled service, which is steadily growing more intelligent and critical, has sprung up; a professional literature of considerable extent and value has been created, and is rapidly increasing. These are great strides towards the accomplishment of the end proposed. One step further seems likely to be taken before long—the organization of those who belong to the profession in some efficient manner to secure unity of action, develop professional ethics and professional spirit, and help to direct public opinion. The various associations at present organized are popular rather than professional, and serve purely to develop enthusiasm and disseminate opinions. There are no professional tests for membership, and they contribute only indirectly to the end in view. Two organizations connected with the National Educational Association have a strictly professional character—the Council and the Department of Superintendence. The former suffers partial eclipse from its connection with the popular mass-meeting, and has thus far failed to realize the hopes of its originators. The latter is doing excellent practical work, and is an illustration of the fact that we are farther advanced in matters of organization and supervision than we are in the philosophy of teaching. It is in the ge-

nius and spirit of our institutions, however, that the really effective professional organization should come, when it comes, first in individual states. After its appearance in a number of these we may anticipate a more successful effort at a larger aggregation. Those who have been fully admitted to the teaching profession will have to organize essentially in the way and for the same ends which have prevailed in other professions; and from their steady co-operation will come the full recognition of the profession.

TEACHERS' bureaus or agencies are manifestly growing in efficiency and favor, as a glance at our advertising columns for a few months will show. There are obvious reasons for this. A teacher's reputation is local, and his acquaintance with the field of educational work is limited. He cannot readily ascertain where vacancies exist when he wishes to make a change, nor always secure a proper hearing when he makes application for a position. The bureau is his natural resort. The manager of this makes it his business to learn of vacancies, and does not usually confine his operation to a single state. He is, moreover, in a situation to assure attention to a candidate's claim. For, on the other hand, those seeking teachers recognize a wider field of choice among the candidates of a bureau than they are likely to have from chance applicants. When, in response to their call, various candidates are offered them, they weigh the cases more carefully, being anxious to select the most available one. Thus a bureau judiciously conducted serves both parties, by opening to both a wider field of choice. The bureaus doubtless promote the passage of teachers over state lines; and this will at length have its effect in securing a closer uniformity in the standards of requirement in the different states, and lead at length to the acceptance of one another's certificates. This seems desirable when it can be done by leveling up to the highest instead of in the opposite direction. We are often asked: "Is it best for me to register in a teacher's agency?" That is a question which no one but the asker is in position to answer. Many excellent teachers, and teachers of large experience, seek to better their positions through the agencies; and the number who look to this means of securing a satisfactory settlement is doubtless increasing. A still larger number, however, get on without resorting to them.

OUR DRAWER.

FOREIGN EDUCATIONAL INTELLIGENCE.

PERU. Though elementary education is compulsory for both sexes, and free in the public schools maintained by the communities, the most diligent search among the best sources of information for definite statistics has been in vain.

PERSIA. What little effort in behalf of education is made here is confined to teaching the Koran.

PARAGUAY. Here education is free and compulsory. In 1887 only 20 per

cent. of the adult Paraguayans and 60 per cent. of adult foreigners could read and write. There were in 1888 160 public elementary schools with 28,526 pupils. There are, besides, over 100 schools subsidized by the Council of Education, and at Asuncion there is a national college with 15 professors and 150 students.

ORANGE FREE STATE. The system of education is national. The government schools are managed by elected boards which choose the teachers. Education is not compulsory nor free, except to poor children. In 1889 £15,000 ($75,000) was allotted to education, being a portion of interest on a capital of $1,000,000 set apart by the Volkeraad for this purpose. In 1889 there were 49 government schools, inclusive of the two higher schools at Bloemfontein with 2,139 pupils and 74 teachers. Grants are made to private schools on certain conditions (14 schools with 211 pupils). At the census of 1880 only 2.6 per cent. of the white population above seven years of age could not read nor write, while 5 per cent. could not write but could read. There is a good public library in Bloemfontein, and small libraries in several villages. The state has only our papers.

NICARAGUA. According to an official statement of 1887 there were 251 schools with 11,914 pupils. Besides these the republic had two higher schools for boys and one for girls.

SURINAM. In 1887 Dutch Guiana had 48 schools with 103 (74 male and 29 female) teachers, and 5,386 pupils. Besides these schools the colony has a normal school, and a central school of the Meoravian Brethren.

CURACOA. The school attendance in 1887 was 4,283.

DUTCH EAST INDIES. Schools for Europeans. For the education of Europeans and those assimilating with them, 8 secondary schools with 490 pupils, 131 elementary schools with 519 teachers, 13,368 pupils (both public and private schools). Cost of maintaining the schools in 1887 was 1,807,173 guilders. (1 guilder 40c.)

SPAIN. The public primary schools are supported mainly by the municipalities, the total sum spent in each of the last three years on primary education, including a small contribution from the government, being about $5,000,000. Most of the children are educated free. In 1888 Spain had 23,132 public, 6,696 private, or a total of 29,828 schools. In 1885 (to which the latest official reports refer) there were 24,529 public and 5,576 private schools, or one for every 560 inhabitants, including 1774 public and private schools for adults and Sunday schools. In 1885 there were 1,843,183 pupils enrolled.—Secondary education is conducted in "institutions," or middle-class schools, somewhat like universities in their organization; there must be one of them in every province in addition to private schools. These are largely attended, but the education is inefficient. These institutions prepare for the universities of which there are ten, attended by 16,000 students. The fees largely cover the expenses of the universities. The Government also supports various special schools — engineering, agriculture, architecture, fine arts, music, etc. In 1887 the total sum set apart for education in the budget was only 1,868,650 peretas ($375,000).

TRANSVAAL (South African Republic). In the estimates for 1889 $85,685 was allotted to education. In 1888 there were 16 village and 100 ward schools with 3,685 pupils. There is a higher state school at Pretoria with about 100 pupils. The Englishmen living at Pretoria maintain seven English schools with 90 pupils.

SERVIA. Elementary education is compulsory and gratuitous. In 1889 Servia had 1 university (31 professors and 292 students); 1 military school (38 professors and 4,874 students); 1 theological school (11 professors, 157 students); 2 normal schools (25 professors, 828 students); 1 girls' high school (33 teachers, 546 students); 28 secondary schools for boys (316 teachers, 4,843 students); 668 elementary schools (1194 teachers and 52,358 pupils). Of the pupils of elementary schools only 7,788 were girls. In 1874 only 4 per cent. of the population could read and write; in 1884 10 per cent. could read and write. All the schools are supported by the state, except the elementary; these are maintained by the communities. Belgrade, the capital, has a national library and a museum. There were 40 newspapers (political and otherwise) in 1888. About 250 books were published in Servia in 1888.

WHERE TO FIND IT.

I. Can you tell me where I can find Gen. Walker's paper on Arithmetic as it is taught in the Boston schools? *M. E.*

You will find the principal part of the paper in Vol. XVIII of the WISCONSIN JOURNAL OF EDUCATION, p. 225. Some discussions of the points raised by Gen. Walker will be found on pages 210, 216 and 236 of the same volume.

II. "I have looked of late to find something in the JOURNAL about the teaching of science in the lower grades of the public schools, but have been disappointed." *A. H. S.*

The subject was quite fully presented in the JOURNAL three years ago. In Vol. XVII, at page 406, you will find the plan for this work reported to the Wisconsin Teachers' Association, and at page 406 Dr. Harris' paper on the same subject. You will, also, find valuable suggestions in an article on page 279 of Vol. XIX. The article on The Study of Nature in the present number should not be overlooked.

A JAPANESE COMMENCEMENT PART.

Our correspondent from Japan writes: I enclose an English essay which you may, or may not, care to publish. Inasmuch as I was not sure that you would care to use it, I did not re-copy it. But you will at least be individually interested in it. It is a speech, rather than an essay, and was delivered at the graduating exercises in March by one of the graduating classes. Others of the graduates gave speeches and practical experiments on chemical and natural philosophical subjects. In this English speech I corrected only the flagrant errors, and let pass many "queer" expressions and ideas which reflect native thoughts

and idioms. The speech in its present condition exhibits both the similarities and the dissimilarities between Japanese and English modes of thought.

W. C.

MITO, Japan, May 26.

According to the proverb, time flies as swiftly as an arrow. When we think about the things of the past, all are like dreams. The time which for five years we have been awaiting almost with impatience has now arrived, and we have finished the high school. Here the prosperous forms of ceremony are held, and I cannot but be glad myself that I have the honor to take part in this ceremony in company with other graduates. Whether I use very sweet adjectives or borrow very good and beautiful words from famous poems, perhaps it will be very difficult to express my joyful emotions. Really I have no words with which to show my thanks. But at the same time I must notice by what means I come to have this honor. Of course this fruit could not be obtained without the flower, our own diligence and energy. But however diligent, however ardent we may have been, if there were no kind offices and good instruction of the principal and the teachers, such effects could never be obtained. It depends not only npon the principal and the teachers but also indirectly upon the assistance of the gracious governor and the educational officers. To speak broadly it is because there is an educational department in our own empire and it governs all things concerning education. Therefore we must keep in our minds that our honor of to-day is produced by all their kind guidance. We have now to enter into new society. Some of the graduates are intending to go to higher schools; some are going to be merchants; others will take practical business. Whichever way we face, we are to enter new society. When we consider our positions in new society we are like a ship in the broad limitless ocean. We cannot move without a compass. Without a compass we cannot advance or retire, because we have no means of knowing the direction toward which we are wishing to go. And instead of arriving at our promised harbor we shall strike against dreadful rocks and be broken into pieces, or we shall be destroyed by the raging waves and must go to the place from which we can return no more. But happily and fortunately we have received a compass with which we can move. What is that compass? It is the education which we received in the high school. Now we have a compass and there is no danger about our ship's action. But even with a compass, if we do not know how to use it, it will never give us any help. If we do not use the knowledge which we already have received, it is all useless and we are only living book-boxes. To apply knowledge suitably and skillfully to every matter which we meet is our duty toward the empire. We are born in the empire under good government and are bred and educated with kihdness. So the empire is our parent. After reaching manhood we ought to return its benevolence. To do so we must have patriotism in our mind. To keep patriotism is to remember our duties. And what are our duties? There are many. But the most important duty at present is to use cleverly the compass which we have received from the

high school. Hereafter we ought to always to think of these things; and our duties we ought never, never to forget!

S. Noguchi.

SOLUTIONS.

After the matter for the June issue had been made up two additional solutions of the labor problem in the April number came to hand. They were by H. S. Y. and J. F. The latter agrees with the solution given in the June number.

Solutions of the equation published last month have been received from F. W. B.; R. B. H.; S. W. D. and J. H. N. Solutions of the orchard problem from J. H. N.; A. W. D. and M. H. J.

$$\sqrt{1 + x^2 + \sqrt{1 - x^2}} = \sqrt{1 + x^2} - \sqrt{1 - x^2}$$

Square $1 + x^2 + \sqrt{1 - x^2} = 1 + x^2 - 2\sqrt{1 - x^4} + 1 - x^2$

$$\sqrt{1 - x^2} = (1 - x^2) - 2\sqrt{1 - x^4}$$

Divide by $\sqrt{1 - x^2}$. $1 = \sqrt{1 - x^2} - 2\sqrt{1 + x^2}$

Square $1 = 1 - x^2 - 4\sqrt{1 - x^4} + 4 + 4x^2$

Collecting $4\sqrt{1 - x^4} = 4 + 3x^2$

Squaring $16 - 16x^4 = 16 + 24x^2 + 9x^4$

Hence $x^2 = -\frac{24}{25}$ $x = \frac{1}{5}\sqrt{-24}$

Verify $\pm\sqrt{1 - \frac{24}{25}} + \frac{7}{5} = \pm\sqrt{1 - \frac{24}{25}} \pm \sqrt{1 + \frac{24}{25}} \cdot \frac{6}{5} = \pm\frac{6}{5}$

R. B. H., River Falls, Wis.

Let $3x$ = No. of rows; $2x$ = No. of trees in row.

Then, $6x^2 = 894$.

$x^2 = 144$.

$x = 12$.

$3x = 36$, No. of rows.

$2x = 24$, No. of trees in row.

If the outside trees are planted on the edge of the orchard then it will be $35 \times 7 = 245$ yds. long and $23 \times 7 = 161$ yds. wide; making the area 31.8 + acres.

A. W. D.

From an inspection of the above equation, it is clear that $\times = 1$ will satisfy the equation. What is the matter then with the above solution, which fails to bring out that answer?

What ails the verification? It is clear that $\pm$ 6-5ths = $-$ 6-5ths is not strictly true.

T. B. P.

ABOUT DEGREES OF LATITUDE.

In reply to Mr. Beckwith's question in the June JOURNAL, "Is there any way (outside the higher mathematics) of showing why a degree of latitude is longer at the poles than at the equator," the following points may be of interest to the student:

1. For "poles," read "polar regions," and for "equator," read "equatorial regions."

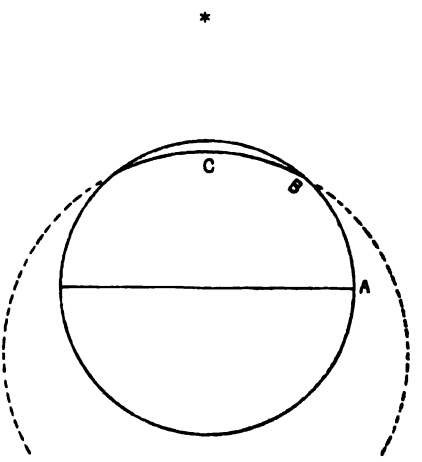
2. The length of a degree may be determined by *actual measurement*, in the same way that other distances are determined.

3. Starting from any point in the northern hemisphere and traveling northward, one degree of the meridian will have been traversed when the altitude of the north pole of the heavens is increased one degree.

4. This "elevation of the north star" can be measured by a telescope mounted so as to swing in a vertical plane and furnished with a simple appliance for measuring angles, proper allowance being made for the greater refraction of light (from Polaris) in the equatorial than in the polar regions, and also for any difference of elevation between the different points of observation.

5. Careful measurements of this kind have shown that the length of a degree of latitude near the equator is 362746.4 feet but in very high latitudes, it is 366479.8 feet, while, on the equator, a degree of *longitude* measures 365231.1 feet.

The following illustration, taken from "Lessons in Mathematical Geography," may be helpful:



At the equator (A) the observer sees the north star (*) in the horizon; moving north about 69 miles, he sees the star one degree above the horizon; but in northern regions, where the earth is flattened, the observer moves on a larger curve and must go north more than 69 miles to elevate the star one degree.

The illustration is faulty in these particulars: it represents the difference in curvature to begin at a definite distance from the pole, whereas the flattening of the earth is gradual as we go north; it is necessarily exaggerated. The amount of flattening, if shown in true proportion, would be less than one-thirtieth of an inch on a ten-inch globe.

Silas Y. Gillan.

State Normal School, Milwaukee, June 21, 1890.

GOOD WORDS.

Prin. J. F. Sims, of Colby, writes: "Let me corroborate the good words written to you in regard to the WISCONSIN JOURNAL OF EDUCATION. I have been a regular subscriber for about ten years and have yet to find any journal devoted to education and teaching so replete with good things. It awakens and develops thought which becomes the permanent possession of the reader. Its articles are all strong, dealing chiefly with the principles on which the methods are based, rather than the methods themselves. One can close the reading of almost any of the articles in the JOURNAL with the consciousness that he has gained something which will be of value to him in his school room work. Hoping that the JOURNAL will continue on its career of prosperity and inspiration, I am."

Prin. J. H. Derse, of Horicon, says: "I read and study the JOURNAL with much benefit and pleasure. It seems to me that each copy is read with additional interest."

IN THE SCHOOL ROOM.

SOME TEACHING DEVICES.

IN HISTORY.—The student first reads very carefully the first division of the text, then, with pencil and paper at hand, he re-reads the same, and writes "catch words" as an outline of that division. He closes his book. From his outline he recites to himself the paragraph. He opens the book and reads to see if any essential particular has been omitted. He puts aside his first outline now, and with book closed he makes a new outline and again recites to himself. If he has given close attention from the beginning, his lesson is now learned. At the recitation no books are used by either scholars or teacher. The review of the previous day's lesson is recited by the teacher giving topics, or by questioning. For the advance lesson, each one of the class, at the blackboard, or on a slip of paper, makes a "catch word" outline of the lesson, similar to the one prepared when studying. From this outline each recites his lesson.—*Ed. Gazette.*

FORM WORK FOR SMALL CHILDREN.—Cutting is also an excellent exercise. Scissors may be obtained at the hardware stores for as little as 12 cents a pair.

With care and occasional application of a few drops of oil, these scissors may be made to do good and long service. The child draws around objects on paper; now let him learn to cut them out. It will take much practice, but it is work that may be made to pay. When a child can cut on a creased or a pencil line, straight or curved, encourage him to cut by the eye, to fold and cut, producing various units of design. Hang up a large sheet of colored paper and paste the best units on it as they are developed. You will be astonished at the interest and pride of the little designers. Of course the children will fold and cut the various plain figures in connection with their drawing. Mount these figures on some neutral, tinted paper; make a school collection; encourage each child to have a set of his own.—*Am. Teacher.*

GETTING PUPILS TO READ BOOKS.—I have tried a plan that works very slowly, but fairly well, considering the time I am able to give it, viz.: that of reading to my pupils a book from a standard author, but within the scope of all. When I can I read from five to ten minutes in the morning, and we have occasionally remained after school a half hour for our readings. I never knew before how much I could read in five minutes, but we are now reading our third book. Once or twice I tried supplementing the story for the reading lesson; we passed the book from pupil to pupil, but it was not very satisfactory, for these reasons: The children too often stumble over words, read indistinctly, too low and unmeaningly. The children were not so well pleased as when I did the reading, so I concluded I could gain my point by doing the work myself.—*Wash. Jour. of Ed.*

IN MENTAL ARITHMETIC.—In another room, I saw an excellent way of conducting an exercise in mental arithmetic. The children took position with hands folded on the desks. This was called position *one*. A question was then given. As each obtained the result, he put his hands behind him. This was called position *two*. When ready for the next problem, the school took position one again and proceeded as before. This plan commended itself because it was quiet and orderly without imposing any more restraint than the frequent hand-raising, and enabled the teacher to see at once who had completed the work. I afterward used that plan in a school that was noisy and hard to control, and found it much more of a help than I expected in bringing the school to a proper condition. The pupils received the impulse toward quietness unconsciously, and I was surprised to see how softly and busily they worked after a lesson conducted in this way.—*Pop. Educator.*

SOME USEFUL EXERCISES.

IN SYNONYMS.—In the following sentences select the correct synonym:—

1. Our (acts, or actions) speak more plainly than words.
2. The house was entirely (empty, or vacant).
3. This circumstance (alone, or only) is sufficient proof.
4. (Continuous, or continual) droppings wear the stone.

5. The vegetation is (luxurious; or luxuriant).
6. The food furnished was (healthful, or wholesome).
7. He is scarcely (sensitive to, or sensible of) the cold.
8. The Irish are (perpetually, or continuously) using *shall* for *will.*
9. Her death was hourly (anticipated, or expected).
10. There were not (less, or fewer) than twenty persons present.
11. Potatoes are very (plenty, or plentiful, this season.
12. I have found the package (alluded, or referred) to in your advertisement

THOUGHT QUESTIONS IN GEOGRAPHY.—1. What natural changes result from the earth's annual motion?

2. Explain the meaning of the terms *strata, fossil, granite; oasis, steppes.*

3. In what direction do the greater number of the peninsulas point?

4. Are there prairies in any other continent besides North America?

5. In what respects does the Indian Ocean differ materially from either of the other great oceans?

6. Give some instances of the changes effected by the agency of man, in respect of the animal life of various regions.

7. To what regions are the banana, bread-fruit, cocoa-nut, date-palm and sago-palm respectively native?

SEARCH QUESTIONS.—1. Where is the Castle of Chillon? What famous names are associated with it?

2. Where is the "Old Man of the Mountain?" Who wrote "The Great Stone Face?" Give a brief outline of the story.

3. Where is the "Golden Gate?" What reason for the name?

4. Name some event for which each of the following persons is noted:

1. Cornwallis.	3. Alex. Hamilton.	5. Kosciusko.	7. Otis.
2. Sumter.	4. Jay.	6. Oliver.	8. Prescott.

5. Tell where the following places are located and with what historical events they were connected:

1. Arcadia.	4. Ticonderoga.	7. Quebec.
2. Plymouth.	5. Leyden.	8. Germantown.
3. Duquesne.	6. Fort William Henry.	9. Louisburg.
10. Roanoke.		

ACRE PROBLEMS.—1. How long is the side of a square acre?

2. How many square acres are there in a square mile?

3. A plot of ground is 275 feet by 1,330 feet; how many acres does it contain?

4. Is there any other kind of an acre but a square acre?

5. A lot is 75 links by 1 chain, 50 links. Another lot is 50 feet by 100 feet. Which is the larger?

6. A plot is 200 links in length; it contains ten acres. What is the width in feet?

7. A has 25 acres of land. He sells a piece 6 chains square. How much has he left?

8. The right of way of a railroad is a chain and a half wide. What will it cost to buy 100 miles of it at $3.50 per acre?

9. How many acres are there in the road allowance around a section of land?

10. How many acres in a section? Will the number be the same if there is a very large hill on the section?

STENCILS.—Make your own blackboard stencils by using a pin to outline some map, or large, pretty picture of a house, or animal. If the picture is pasted on a heavy piece of paper before the outline is shown, so much the better. It will last.

OUR BOOK TABLE.

A BOOK FOR ARBOR DAY.

ARBOR DAY MANUAL. AN AID IN PREPARING PROGRAMS FOR ARBOR DAY EXERCISES, edited and compiled by Charles R. Skinner, deputy superintendent of Public Instruction, State of New York, (Weed, Parsons & Co., Albany, N. Y.; 456 pp., $2.50.)

A school festival has come, and come in almost all the states. Wisconsin was one of the last to adopt Arbor Day, although the rapid destruction of our forests ought to have roused us earlier to the necessity of cultivating in the people a sense of the beauty and utility of trees. Moreover, the school festival which has come is an exceedingly appropriate and valuable one—a day devoted to the cultivation in the young of a sense of the loveliness of nature and the elevating influences which come from communion with her. It is not so much in the interest of the trees that the day was needed as in the interest of the schools and of the children, that the former might be rescued from a barren bookishness and the latter taught, at least one day in the year, and that day in the spring, through poetry and recitations and songs, to appreciate the charm of the world in which they live. One of the chief difficulties in making the festival a success has been to find out what to do, and to get material for a program. This manual offers a complete solution. The first part of it, three fourths of the book, is devoted to selections suitable for use on such occasions. The collection consists, of course, mostly of poems, although there are many appropriate and choice prose extracts; but the poetry is especially rich and attractive. In it is reflected the joy, the fullness of life, and the inspiration of the fields and woods of early summer. The selections afford a wide range both of subjects and of authors, and among the latter the poets of America have, as was due, the larger place. The collection is excellent as poetry of nature, and the owner of the book will find himself going to it time and again for his own delight. He will meet here old favorites side by side with new pieces which will quickly become favorites. The influences of such selections in refining the nature and opening the eyes of young people will be very great. A second section of the book tells how Arbor Day is observed in several states, and gives

specimen programs, some of which are brief indications of recitations and songs and others much more elaborate, with original material for responses, original poems, and so on. Directions what trees to plant and how to plant them follow. Finally, to make the manual a complete cyclopaedia for the festival, we have more than fifty pages of suitable songs with music. Very full indexes make it easy to find without delay whatever may be wanted in the book. Eight full page illustrations add to the attractiveness of the volume, which is indeed not only a complete manual for Arbor Day, but a very interesting and valuable collection of the poetry of nature.

—PURE SAXON ENGLISH, OR AMERICANS TO THE FRONT, by Elias Molee, (Rand, McNally & Co., Chicago; 167 pp.; $1.00) advocates the modification of English so as to restore the Saxon grammar and Saxon roots in place of the foreign forms which now constitute so large a part of the language. The advantage would be a logical uniformity wholly wanting in present usage, without involving a very large element of wholly new words. As to words, for example, dentist would be tooth healer; surgeon, wound healer; botany, plant lore; mutton, sheep flesh; herbivera, plant-eating; and so on. The Latin words would be cast out and self-explanatory terms of Saxon origin substituted. As to grammar similar simplicity is to be secured by adhering to a few rules, as the plural shall add *s* after vowel endings and *a* after consonants, as hand, handa; and so on. The advantages are believed to be great as relates to the education of the young, and the spread of the language among foreign peoples. The words become self-explanatory and the grammar free from anamolies. Of course reformed spelling is part of the scheme, and very essential although subsidiary to the larger reform proposed. The change, it is thought, might be effected through legislation, as the French Academy abolished the declension of the present participle, and the German government has reformed the spelling of the mother tongue. The change is urged upon the American people as the most progressive of their race, and as a worthy mode of national self-assertion.

—PESTALOZZI, HIS LIFE AND WORKS, by Roger de Guimps, (D. Appleton & Co.; International Education Series, Vol. XIV; 438 pp.) has very high claims upon the attention of teachers. This book has been for some time recognized as the most satisfactory and sympathetic account of the great reformer and his work which has yet appeared. It is a good deal more than a biography, for it sets forth clearly and satisfactorily the principles which Pestalozzi contended for, and gives one a very distinct and impressive sketch of the conditions and struggles out of which they grew up in his mind. The book has permanent value and is likely to stand for a long time as the best biography of Pestalozzi. This edition contains a brief but admirable preface by R. H. Quick, by a former pupil of whom, Mr. J. Russell, the translation was prepared. The volume contains also a list of Pestalozzi's works, and a bibliography of the most useful

writings relating to him. We have great need still to draw inspiration and wisdom from him, and therefore the reading of this book is to be urged upon teachers.

—BLACK BEAUTY, HIS GROOMS AND COMPANIONS, by A. Sewell, (American Humane Education Society, George T. Angell, President, 19 Milk St., Boston, Mass.; 245 pp.; 12 cts., with 8 cts. additional for postage,) has proved a great success in England, where over ninety thousand copies have already been sold. Mr. Angell has seized upon the book as fulfilling a wish that has been for more than twenty years upon his mind—the wish for "An Uncle Tom's Cabin of the Horse." Through the kindness of friends who are interested in the philanthropic society of which he is president he has been able to place it upon the market for a merely nominal price, and it is hoped that it may thus reach a very wide circle of readers in America and interest them in the fortunes of our most valued domestic animal. The story is in the form of an autobiography, and sets forth the vicissitudes of Black Beauty in passing from master to master. We hope it may be widely read and accomplish the work for which it is intended by its philanthropic publishers.

—PRESTON PAPERS, by Miss Preston's Assistant (Lawyer's Co-operative Publishing Co., Rochester, N. Y., 144 pp.) under the form of letters which describe what a certain teacher, Miss Preston (a name, we are assured, for a real teacher, whose ways are faithfully narrated,) we have in this small volume an earnest plea for vital, as opposed to merely formal work in school. The narrative is likely to interest those for whom it is written, and afford them many valuable suggestions for practical use and much food for thought. In these respects it is to be heartily commended, and indeed we do commend it to young teachers, but not without reserve. Superintendents and principals are not, in the West, at least, of the wooden sort described in this book, nor are school systems here hide-bound in rigid formalism, like those in which Miss Preston worked. Where are they? Perhaps in the author's imagination. It is unfortunate to fill the heads of beginners with such notions of their superiors; and Miss Preston is something of a prig, and deserved to be dismissed for her presumption in several cases, even supposing things to have been as bad as they are depicted. All this is unfortunate, and makes one wish that this really bright and suggestive book might be recast in such a way as to remove these objections.

—A PRIMER OF DARWINISM AND ORGANIC EVOLUTION, by J. G. Bergen, Jr., and Fanny D. Bergen, (Lee & Shepard, Boston; 261 pp.) is the second and revised edition of a little book whose original title was "The Development Theory." Its purpose is not controversial, to attack or defend the theory, but to state in brief form and simple language what the theory is and what are the principal arguments offered in its support by its propounder. In carrying out this plan the authors have been very successful. We do not know of a volume from which an unscientific reader can so quickly and easily learn what Darwinism is. So far as we are able to judge the authors are also safe guides in the

field upon which they venture. We have read the primer with much interest, and find its statements careful and accurate. It has manifestly been with the writers a labor of love, and no young person can read it without having his mind stimulated to reflect upon the meaning of the phenomena of life and the interrelations of all living things. We heartily commend the book as an introduction to a most important and deeply interesting field of thought and study.

—THE ELEMENTS OF PLAIN AND SOLID GEOMETRY, by Edward A. Bowser, (D. Van Nostrand & Co., N. Y.; 393 pp.) commends itself to the practical teacher by its admirable arrangement, and the distinctness which is given in the propositions to the three elements, what is given, what is required, and the proof. In the demonstrations conciseness and clearness is always studied, while in the parts of the figures, in their arrangement on the page, and in the notes and explanations the convenience of the student is always consulted. The book is small in form, easy to handle, beautiful in appearance, and in every way a model text-book. The practical exercises are numerous and valuable.

—No. 3 of Prof. De Garmo's Language Work Below the High School, makes the transition from language work to grammar, leading the pupil through the art into the science of language. The matter used is always valuable and interesting in itself, and develops the intelligence and originality of the pupil. (Public School Publishing Co., Bloomington, Ill., 10c.)

—THE FOURTH READING BOOK, by Eben H. Davis, (J. B. Lippincott & Co.; 448 pp.; 80c.) completes a very excellent series. The selections are from classics, are fresh, easily intelligible and exceedingly interesting, the illustrations are admirable, and the aids for teaching all that could be desired in a good modern reader.

—PLANT ORGANIZATION, a Review of the Structure and Morphology of Plants, by the written methods, by R. Halsted Ward, (Ginn & Co.; 85c.) consists, besides the synopsis and a useful diagram of plant organization, of a collection of blanks for full plant description.

—The last number of the "Riverside Literature Series" is OLD TESTAMENT STORIES IN SCRIPTURE LANGUAGE, ranging from the Story of Babel to the Conquest of Canaan, (15c., Houghton, Mifflin & Co.)

—DAY SCHOOL GEMS, by C. E. Leslie, (Chicago Music Co., 150 Wabash Av.; 124 pp.; 75c.), contains over one hundred songs suitable for school use, besides exercises and instructions.

LITERARY ITEMS.

—D. C. Heath & Co. are soon to issue editions of three of Moliere's Comedies, edited by F. A. Gasc. The three are *Tartuffe*, *Le Bourgeois Gentilhomme*, and *Le Medecin Malgre Lui*. They also announce *A Compendious French Grammar*, by A. H. Edgren; the first part an introductory French exercise book, and the second, a complete grammar with historical surveys of each of the principal topics.

—*The Classical Review*, which Ginn & Co. publish in this country, is really indispensable to teachers of the classical tongues who care to keep up with the times in their own field.

—Pres. Eliot's paper in the June *Arena*, on The Gap Between Common Schools and

Colleges reviews the plans of college admission, by state aid and supervision, under which the Minnesota and New York plans are set forth and great praise awarded to the former; by accredited schools, which he considers demoralizing by reason of the insufficient guarantees afforded the college of the proper preparation of candidates; and the place of examinations for admission, which he considers the best both in its effects upon the schools and upon the colleges. But it must be confessed that this plan leaves the gap of which the article complains. A portrait of Pres. Eliot accompanies the article. Of special note in this number are also J. W. Lee's tribute to the late Henry W. Grady; W. C. P. Breckenridge's paper on The Race Question; and J. T. Bixby's Tennyson, and the Questionings of Our Age. The review maintains its independent and fearless character, and is coming more and more to the front among the periodicals of the time.

—*St. Nicholas* is setting before its readers a very vivid picture of life in Central Africa in E. J. Glave's Six Years in the Wilds of Central Africa. W. O. Stoddard's serial Crowded Out of Crowfield deserves to be popular with young readers. There is the usual variety of fresh and entertaining articles, with the artistic illustrations for which this monthly has a world-wide reputation.

—*The Academy* for June publishes Prof. H. E. Armstrong's admirable Suggestions for a Course in Elementary Instruction in Physical Science, which was presented at the recent meeting of the British Association for the Advancement of Science, and approved by that body. The readers of the *Academy* get but few articles in each number, but these have solid worth, which gives the publication a high position with thoughtful teachers.

—D. Appleton & Co. will soon issue in their admirable International Education Series a book on School Supervision, written by Prof. J. L. Pickard, of Iowa. It will be looked for with interest by many persons in this state, both for the importance of the subject and regard and esteem for the author.

NEWS AND NOTES.

—The annual exhibit of school work at Lake Geneva is spoken of in terms of very high compliment by the local papers. All departments of the school were represented.

—Supt. Severin has issued in English and German a circular to the school officers calling attention to the misrepresentations of agents for school apparatus, citing the State Superintendent's circular, and giving a list of necessary apparatus with reasonable prices for the same.

—The following is from the St. Paul committee of the National Association:

ST. PAUL, June 13th, 1890.

Judging from present indications the coming National Educational Convention to be held in St. Paul, July 4th to 11th, promises to be the largest in the history of the Association. St. Paul has made ample preparations to comfortably accommodate all in hotels and private houses, at reasonable rates, and a representative of the hotel committee will meet each train before it reaches the city. Send all names of teachers who agree to come, as soon as possible, to the hotel committee. Each state manager, passenger agent or other person in charge of a convention train is requested to notify me by wire as to the exact number of teachers on his train as soon as train is made up and started, twelve hours before reaching St. Paul, if possible. Address,

S. SHERIN,
Secretary St. Paul Executive Committee,
Hotel Ryan, St. Paul, Minn.

—The new catalogue of the State University, issued about the middle of June, shows a total enrollment in all departments during the year of 781. The University had 1641 graduates at the close of 1889. Six resident graduate students have been pursuing studies at the University during the year. There are at present eighty-eight schools accredited by the University, of which seventy-nine are high schools

the rest being private schools and academies. Of these 79 high schools eleven are accredited for all courses; one for ancient classical, general science and English courses, sixteen for the modern classical, general science and English course; sixteen for the modern classical and general science; sixteen for the general science and English; seven for the general science; and twelve for the English course. The Freshman class enrolled 257 students.

— Besides the enrollment mentioned above, the catalogue contains the names of students in the Wisconsin Summer School for Teachers last year, one hundred and four in all.

— The arrangements for admission to the University.—Special local examinations are provided for where requested, to be conducted by the principal of the high school or the County Superintendent, using questions furnished by the University. The proper time for holding these examinations is in June or earlier. Provision is made for a modification of the conditions of admission, to take effect in 1892–3. The catalogue says on this point: "The four high school courses recently revised and recommended by the State Superintendent have been adopted as standards or types of the preparatory work required for admission to the corresponding courses of the University. In the revision of the high school courses this prospective relationship was contemplated and an effort was made to make the courses combine as large a degree of adoptation to the wants of both those who do and those who do not contemplate a university course as practicable. The rest of the adoptation is accomplished by concessions. In the classical courses recommended, preparation for the university course largely controls the selection and arrangement of studies, while in the science and English courses the interests of those who do not contemplate a university course are dominant. All of the courses occupy four years, and starting with a common lower horizon should give nearly equivalent results in degree, though differing in kind. In addition to prescribing the subjects to be taken and the ground to be gone over, it is proposed to take into consideration the *time* devoted to each subject, as this is one of the 'criteria of a good preparation.' "

— The Wisconsin Summer School for Teachers opens on the Monday following the close of the National Educational Association at St. Paul, i. e. on July 14.

— The teachers' examination for state certificates begins on the Monday following the close of the summer school, i. e. on August 12.

— A very important movement has been made at Harvard college in the reduction of the regular college course to three years instead of four. The reasons for it seem to be the advanced age of those entering the college and the desire to promote past-graduate studies. The movement will be watched with very great interest, but as yet there are no indications that other institutions intend to follow the example of Harvard.

— Supt. A. J. Smith, of Waukesha county, has inaugurated a new move which is full of promise for the district schools. A large number of pupils have graduated from the district schools of the county this year and he held regular commencement exercises for them in the village of Waukesha, June 14. A dozen schools were represented on the program, which consisted of essays and recitations interspersed with music. The occasion brought together not only many pupils of the schools

represented but parents and neighbors and teachers from all over the county. The effect must be to cause school interests to be talked over more than ever before, and to give rise to a generous rivalry to surpass each other in the examinations and public exercises which will be a powerful means of improving the schools. Supt. Smith deserves much credit for inaugurating such a movement in the state. We cannot doubt that many more will be found to try the same plan, now that it has been successful in one county.

—During the latter part of May Prof. Hailman, of La Porte, Ind., delivered a course of six lectures to the teachers of Milwaukee on the general subject of "Practical Psychology." On May 27 he spoke at the State Normal School on "Froebel and his Contemporaries." A touch of raciness was infused into this lecture by the speakers' strictures on Prof. Payne's translation of Comparye's "History of Pedagogy."

—The Chicago *Tribune* charges that the American Book Company is in effect a veritable trust, which will soon have the schools at its mercy. The combination has now purchased the school book business of Harper and Brothers, and absorbed D. D. Merrill & Co., of St. Paul, and The Standard Publishing Co., of St. Louis. The two latter are significant, as the *Tribune* thinks, because of the relations of the houses. D. D. Merrill & Co. have a seventeen years' contract to supply school books to the state of Minnesota, and the deal of course hands the state over to the new firm. Still more significant is the case of the Standard Book Co. This comparatively unknown firm entered the contest with the great houses when Indiana was seeking to make a state contract, and carried off the prize over all competitors and to the surprise of all. A salve to their disappointment has now been found in the absorption of the prize winner, whose action is said to have been the immediate cause of the new combination. The new combination thus absolutely controls the school books of two states, and practically those of a far larger number.

—The Chicago *Tribune* of June 11, contained a dispatch from Olympia, Washington, charging that in a school book contest in that city the new Book Company gave to one member of the State School Board, L. H. Leach, a check for $5,000, in consideration of moving a reconsideration of the vote selecting books chiefly outside those controlled by the new company, and a promise to vote for the reversal of the action. Mr. Leach, however, having the check in his possession, exposed the whole transaction to the Board. The Board promptly passed a resolution strongly condemning the American Book Company and its agents. We give these statements from the *Tribune*, and regret exceedingly that the new firm enters at once upon practices which caused the scandal under former arrangements and awakened widespread distrust and hostility towards school-book publishers. Bribery in any form is an outrageous abuse of the money power. It has become so notoriously common in politics and business of all sorts as to demand a drastic remedy. Some effective legislation making punishment for offering or accepting a bribe under any conditions easy, sure, and severe, is urgently needed to check the debasement of morals which is advancing rapidly in this country.

—In place of A. W. Millard, whose withdrawal after long and faithful service as superintendent of schools of Green Lake county, the State Superin-

tendent has appointed J. Q. Currie, formerly principal of public schools at Princeton.

—It is gratifyfng to note that the German Catholics, in their recent assembly adopted resolutions conceding the necessity of public schools, the right of general taxation for their support, and the justification of compulsory school attendance. If American Catholics generally will act in this spirit there will be no occasion for the suspicion now so widely prevalent that that church is aiming to destroy the common school system.

—At the commencement exercises of the Milwaukee State Normal School, twenty-two graduates, eighteen ladies and four gentlemen, received the diploma. Instead of the usual essays and orations, the class furnished a lecturer, Dr. A. A. Willitts, of Dayton, O. The immense audience which crowded the Baptist tabernacle to its utmost capacity attested the appreciation of the public. Nearly all of the class are already employed for next year in the schools of Milwaukee. The steady growth of this school from a merely local institution into a wider field is shown by the distribution of its enrollment; the following named counties are represented this year by from one to eight students: Walworth, Dodge, Racine, Sauk, Monroe, Brown, Manitowoc, Jackson, Columbia, Juneau, Grant, Sheboygan, Jefferson, Outagamie. All of the 72 graduates sent out previous to this year except two have taught continuously up to the present time, and all but one, taught at least a year. The following are the names of the class just graduated: Mildred Isabelle Aldrich, Milwaukee; Frederick Elmer Bolton, Tomah; Jennie C. Conant, Waupun; Lilian Corbitt, Milwaukee; Ernest E. Couch, Glenbeulah; Julia Davis, Milwaukee; Jane Mattiford Fellows, Milwaukee; Neena Foote, Milwaukee; Hattie L. Goetsch, Watertown; Clara Louise Hallowes, Ft. Atkinson; Daisy G. Hauser, Milwaukee; Herman F. Hegner, Decorah, Iowa; Lena Heideman, Waupun; Louis Kahlenberg, Two Rivers; Nettie R. McKillop, Milwaukee; Mattie A. Nichols, Milwaukee; Minnie E. Nickey, Milwaukee; Alice Cary Paine, Milwaukee; Nellie Margaret Rodee, Milwaukee; Nellie J. Sheldon, Milwaukee; Ada Taylor, Milwaukee; Katherine Burchard Trask, Appleton.

—A new phase of the Church-State-School question comes to the surface in an open letter from Rabbi Hecht published in the Milwaukee *Sentinel*. The writer announces that he is thoroughly loyal to and in full sympathy with the public schools, but protests against the holding of public school graduating exercises on Friday evening, on the ground that the Jewish sabbath begins on that evening.

—At a recent meeting of the school principals of Milwaukee the system of marking report cards was discussed, and some changes in the present practice agreed upon. The most of the principals favored a return to the method of marking in per cents instead of in words as the practice has been for some years past. Some modification of the old plan of using per cent. marks was recommended. No finer distinctions than are indicated by the multiples of five per cent. are to be recognized.

—The summer meeting of the South Western Wisconsin Teachers' Association will be held in Madison on Tuesday, Wednesday and Thursday, August 27–28. Wednesday afternoon will probably be devoted to a boat-ride on the lakes and a picnic, and Wednesday evening to a social gathering.

—The South Eastern Wisconsin

Teachers' Association will probably not hold another session until next spring.

—A class of sixteen graduated June 7, from the Wisconsin Academy, opened last fall in Madison by Prof. W. M. Pond, former principal of the Madison high school. The attendance at the Academy has been very encouraging during the year, the enrollment almost reaching one hundred and fifty. The school will next year occupy the new building on State street now in process of erection for it.

—The report of the public schools of Madison for the past year is a document of considerable interest. The special features are the paper on Teachers as Eclectics, by Isabella Lamont, which appeared in the June number of the JOURNAL, the full report of the Teachers' Institute held in the high school building Feb. 6–8, and the Arbor Day exercises which are given entire. The enrollment of the high school reached 409. A class of 28 graduated at the commencement June 13, of whom almost all expect to enter the University in the fall. The enrollment in the public schools does not reach quite to half the returns of the school census. The former is 2,031 and the latter 4,581. Prin. McEwan notes an important change in the rhetorical work. "Instead of the old 'Rhetorical Day' exercises the first, second, and third year pupils have weekly meetings in classes or sections of classes for rhetorical work. A competent teacher gives his entire time to these exercises. This change has proved exceedingly satisfactory, but it is felt that still more time should be devoted to the work."

—Supt. Beach says, in his report of the Madison city schools: "The fact that graduates of high standing in the University, and teachers of longest experience, are of their own choice teaching in primary rooms because they feel that they are best adapted to that work, indicates a spirit in these teachers, in harmony with the purpose of the Board, to do the best possible work in the beginning."

—The Fort Atkinson high school graduated this year a class of twenty-one, of whom nine are young men. The Dodgeville high school graduates thirteen, four of whom are men.

—The Kenosha high school graduated seven this year, five of whom were young men. The men are so seldom most numerous in senior high school classes that every case of the kind is worthy of mention.

—Prin. A. E. Schareb, of Hudson, and M. H. Jackson, of Whitewater, open a summer school for teachers at Rochester in Racine county, July 7, continuing five weeks. The summer school at Mondovi, Buffalo county, under Prin. A. M. Locker, opens on the same date. The one at Cassville, in Grant county, under Principals C. R. Showalter, E. R. Johnson and C. A. Harper, opened June 30.

—The Bay View article in the May number of the JOURNAL OF EDUCATION has caused much inquiry about that famous northern Michigan summer resort, assembly and summer university. If you overlooked it, look it up. It is entitled "Terraced Bay View." Dr. E. E. White and Rev. F. W. Gunsaulus were there last summer and pronounce it the most delightful place they have met in all their travels. Miss Frances E. Willard thinks the assembly is second to none, while Dr. J. H. Warden, at the head of Presbyterian Sunday school work, says of the thirty assemblies he has attended, the Bay View program last summer "was the most

complete, varied, perfect and choice of them all." The *Assembly Herald*, published by Mr. J. M. Hall, of Bay View, Emmet Co., Mich., is full of information about the place, the summer university, expenses, etc. He will gladly send copies on request. Teachers who have not fully made their summer plans will find Bay View an attractive point.

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In Montana. **Free Lands, New Towns,** New Railways, **New Mines, Low Rates.** Largest area of good vacant land.

SHEEP, HOGS.

Sweet Grass Hills, Milk and Sun River Valleys, Montana, reached only by the Great Northern Railway Line. The Stock Raisers' paradise.

GOLD, COAL.

The regions tributary to the Great Northern Railway Line in Montana produce all the precious and baser metals. New towns and railways are being built.

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Go to the Great Reservation of Montana and get a good free homestead. Low rates and Free Sleepers on Great Northern Railway Line. Go now.

HERDS, MINES.

These have made Montana the richest state per capita in the Union. Plenty of room for more miners and stockraisers. Now is the time.

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Along the Great Northern Railway Line in Montana are free ranches and pasturage, **mines of precious metals,** iron and coal, and **new cities and towns.** Now is your chance.

GREAT FALLS.

Surrounded by a fine agricultural and grazing country, close to **mines** of precious metals, iron and coal, possessing a **water power** unequaled in America, it is Montana's industrial centre.

G. N. R. L.

The valleys of Red, Mouse, Missouri, Milk and Sun Rivers reached by Great Northern Ry. Line. Half rate excursions Sept. 9, 23 and Oct. 14, 1890. Write F. I. WHITNEY, St. Paul, Minn.

WISCONSIN

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THE WORLD AND THE TEACHER.

As might be inferred from my title, the average teacher is a thing apart, an isolated being, whose relations to its environment are far from being understood or adjusted. However much they may object to the idea, however depressing to their pride, however much it may grate upon their sensibilities, teachers feel their position and realize that other people are also conscious of it. Possibly our educational systems are of so recent origin that perfect correspondence is impossible. The fault may be in themselves; perhaps their own reserve or timidity may be the cause of this disjointed state of affairs; their pride in what they call their intellects, their conscious superiority over the mental dwarfs with whom the school-room brings them in contact may have led to the situation; they may be overworked and the demands of the position may be so trying, so exacting, that they cannot find the time to mingle with people. Let the cause be what it may, the fact is here to be faced. You say there are notable exceptions to this; it is true, but they are exceptions. Run over the list of your friends and acquaintances who are swaying the pedagogic scepter, from the presidents of the highest educational institutions of the state to the country school-ma'am who has taught a half dozen terms, and tell me what per cent. are in harmony with their surroundings, in touch with the world.

Is any other profession so separated from the life of the universe? The minister may be as much aloof from the real thought and action of mankind, and as apt to see them as through a glass darkly; for though in his parochial calls he is brought into closer relations with his parishioners, but one of their many sides and that the best is by instinct pre-

sented to him. But on the other hand the doctor sees his patients, mingles freely in whatever society he may select, takes a hand in the political advancement of any party he may favor, and indulges in and vaunts such religious opinions as he has formed. The business man is in constant contact with all classes. He passes his goods out to the millionaire with a flourish adapted to the occasion, or pushes them over the counter into the dirty hands of the street Arab. The laborer comes to him for accommodation and details his circumstances and plans in the more or less vain hope of pecuniary aid. Aldermen consult him about the government of the city, and railway magnates make contracts favorable in proportion to the extent of his business transactions. On all sides he meets and knows the world and the mainsprings of its action.

The lawyer—well, the lawyer is everywhere and into everything. If the church fails to agree as to the disposition of its property he steps in and settles the whole matter satisfactorily to all concerned. Should the school be in trouble he smooths over that difficulty with a grace and ease that all might envy. He soothes the rich and helps the poor; he arranges our form of government and sees its laws executed; he is with us always and at our death distributes our property among our quarreling heirs. The artisan and the day laborer have something outside the narrow limits of their daily work, and mingle freely with their mates, and frequently see and debate with those who are commonly considered much their superiors.

So wags the world; while the teacher stands aloof from it all and wonders how it can move so smoothly without him. He spends the day with his pupils, whose immature minds are responsive to his thoughts and feelings. As evening comes on he meets a few acquaintances and surprises himself by seeing how little of worldly influence he possesses. He listens to some folly he dares not correct, and then finds himself wholly at sea among the limitless possibilities of knowledge beyond and around him. What does he know of the farmer's trials and successes? What of the lawyer's schemes, the tradesman's business, the doctor's cures? In many cases all his life is found between the dog-eared covers of his much-thumbed text-books. He cannot lead, to follow he is ashamed. False pride drives him home, and in the solitude of his room he seeks and strangely enough finds relief from the wearing littleness of the noisy day and the sense of loneliness his glimpse of the world has given him. As he takes from its shelf the work of a favorite author and

seats himself before his desk he quotes the words of Tennyson's disappointed lover: "I will bury myself in my books and the devil may pipe to his own."

Pardon me if I paint the picture roughly. Perchance the strokes are broad and the general effect unpleasing, and it is possible you think you detect reckless and insincere coloring. I am not alone in my belief that I have described something like the situation in the majority of cases, and that I have not seriously overdrawn the representation.

Wisconsin laws relating to the qualifications of her teachers are neither numerous nor exacting, and are not unlike in general nature to those of other sections of the United States. Moral character, ability to teach, facility and correctness in writing and speaking the English language, and an acquaintance with certain branches of study, are the fundamental requirements whether a license is obtained from the superintendent of the county, the State Department of Education,or from one of the public training schools. The certificates upon which all their engagements are based are different in character and value and of varying duration. Those obtained from the county are valid for one, two or four years, as the *scholarship* only of the applicant varies, while those of the state are graded (as of five years or a life-time) not only upon learning but also upon actual success in the school-room. The holder of an equally valuable and probably more influential diploma from one of the Normal schools has had tuition and practice in the principles, theories and methods of education, but has not of necessity demonstrated his ability to teach when not under the eye of helpful inspection.

While these demands are slight, there are others far more exacting in the unwritten code by which the public tries the acts of its pedagogic servants. The instructor must be joyful, patient and forgiving; refined, artistic and scholarly; more than negatively moral, perhaps even religious; possessed of that rare and marvelous trait, the power of giving, and must have those characteristics which enable him without distinct effort to seize and mould into perfect shape the plastic material committed to his charge, sometimes so blindly. These requirements the world thrusts upon its teachers and when we consider the direful possibilities of improper instruction and example to the young we cannot regard them as unjust or in the least objectionable.

But when, over and beyond this, it insists on strange and unnatural conditions outside of the school room, on a perpetually sedate and false-

ly called dignified behavior, on a self-abnegation assevere as the asceticism of the middle ages; when it criticises one for not assenting to and endeavoring to propagate the dogmas of sectarian faith, or denies freedom of expression for one's doubts and beliefs, the whole nature cries out against the infliction. *A teacher's rights are the rights of a citizen among citizens, and beyond strictly professional requirements* nothing should be demanded that is not asked of every citizen. If he has formed opinions upon one of the great political questions of the day by what right is he deprived of the liberty of expressing those opinions? He ought not to give rein to his zeal for proselyting and use the lever of his personality upon his pupils, but why should he not be allowed to stand up manfully, even in public if desirable, and say my belief is such because of this and that. Activity in politics, however, is almost universally regarded as pernicious, and leads directly to official decapitation. No direct charges may be made, but down falls the glittering axe of popular disapproval and out drops the incumbent to make room for a more circumspect and often less competent man.

Why should the social life of the teacher be restricted solely to what we call in our pride the higher pleasures? Must there be no relaxation? Ought the stringed instrument to be incessantly up to concert pitch? Is there anything intrinsically wrong in games—cards, billiards; in sports—racing, ball; in hunting, fishing, dancing, driving? Nothing. They have been prostituted to ignoble uses, and their full enjoyment is clouded by the fact, and in the minds of many the thing itself is confounded with its abuse. Some one complained that the devil had all the good music. Why should he monopolze the good amusements? Why should these not be lifted up and made the instruments of recreation for which they are so well adapted? They cannot be shut out, they will some time appear within the horizon of the child; will not something be gained if he be taught their proper use? Why rouse the sleeping imp of the perverse by forbidding them alike to teacher and pupil.

What about religion? We will grant the reasonableness of the demand that no sectarian instruction should be given, but that does not admit that God and faith, persecutions, the sale of indulgences, trinity and unity, nor the claims of the new criticisms and modern agnosticism should be tabooed topics, on which, if the teacher have formed an opinion, his mouth should be forever closed even in the presence of his pupils. Still heavy pressure comes from both directions. The godless

schools in the hands of atheistic teachers are in one place held up to the execration of the local public, while elsewhere the pressure of opinion from without prompts a city superintendent to recommend the expurgation from the readers of all the reference to divinity and forbids the teacher officially to recognize the existence of a God.

Again: It does not seem necessary that the teacher should always speak in iambic pentameter, nor utter only sentences pregnant with Baconian wisdom. The laws governing the use of words are not so well defined that he must never adopt anything from the popular phraseology, nor are accentuation and the sounds of letters so constant in best usage, that one must always follow the technical rules of our deified lexicographer. There is no crime in the pedagogue's having on his study table a book that has not attained its majority, and no offense in his glancing over the ephemeral periodical whose existence means that some in the world demand such pabulum.

If the church meets the demands of his religious nature he must not be denied the privilege of working therein, nor must he be ostracised if such labor fails to be typical of all that is good. The club and the secret society may offer a field for legitimate activity in which he must not incur the opprobrium of those opposed to such associations.

Please do not misunderstand me. I ask no toleration for that which is bad *sui generis*, nor for an evil distortion of that which is good. I am not desirous of making light of the seriousness of this calling, nor am I lacking in appreciation of the heavy responsibilities of him who undertakes to fashion men and women. They bear me down with a weight against the carrying of which this is a reaction. The teacher must be gentlemanly or lady-like, and sincere to the core, not lacking in outward appearances, and far less in those inner graces, which shine through any habit he may don.

Even while we object to the false views held by many, we realize that there is much ground of complaint on the part of those who have intimate dealings with the fraternity. The world expects too much of those who are but human after all, and yet it often finds the teacher widely lacking what he ought to possess. His business habits are slack, and his methods roundabout and wearisome, to the man whose daily practice it is to seize at once upon the vital point in question and dropping all impracticalities advance directly to the desired result. I shall not soon forget the remark made by a business man to whom I handed

for signature a certain document he is in the habit of receiving. The words were spoken in a jocular manner but they sank deep. "I might have known a teacher made this out," he said, "they never date anything."

It is hard to draw the line which shall circumscribe the every-day acquirements of any man. Human activities are so various and so complex that no living being can claim acquaintance with the minutiæ of all, and from the teacher should be expected only such common sense familiarity as goes to make up the acquirements of the average man. "Here's the school teacher, he'll know," says one of a group discussing the average yield per acre of the potato crop in Ireland, or of another trying to locate precisely the largest village in New Guinea, or a third hoping to learn the number of troops engaged in the skirmish of Resaca de la Palma. Ask the teacher, and he ought to name off hand any stone you may present, any vegetable growth you have found in your cellar, any insect that infests your plants, and freely advise you of the value of the one, the cause of the second, and the prevention of the third. Such is the enviable situation the public instructor holds in the minds of many; while to others he is only the hired entertainer of children, the scarcely tolerated necessity, the scope of whose practical intelligence does not reach beyond the school-room, and "How's School?" is the only question that can in any way interest or amuse him.

But unjust and unfair demands proceed not entirely from the world. The schoolmaster is exacting in what he expects from without, and is given to unduly magnifying the importance of his position and strangely over-estimating his influence upon maturity. When he brings into the affairs of life the "fidgety assertion of selfhood," which has served to awe the juvenile group among which he has stalked a king, he is foolishly prone to consider the same deference and exaggerated respect to be still his due.

We smile when he urges that all his petty schemes for securing punctuality, regular attendance and good discipline shall occupy in the minds of the whole community the same elevated position they hold in his own. It is too much to expect that every household will modify all its manner of living that these trivialities may remain intact. School machinery may be necessary but its buzzing need not be heard at every table in the land, nor will destruction come if some of its delicate wheels are

occasionally broken by the carelessness of its patrons. The state places the teacher *in loco parentis* for limited hours only. It does not abolish the parent, nor home and its requirements. The courts will uphold only a reasonable construction of the phrase, and man will not tolerate a dictatorial and harsh enforcement of even proper demands. It may have been proper for the Fond du Lac principal to ask his pupil to bring up the stick of wood, but after the parent had informed him of the boy's physical weakness it was absurdly cruel for him to insist on the performance of the task; and when he punished and suspended the child for following the express commands of his parent we rejoice that the courts re-instate the boy and reprimand his tormentor.

Put down in cold black and white how painfully absurd are some of the pedagogue's fondest expectations, that everyone should be kindly and truly interested in his affairs before he is as fully considerate of the affairs of others; that the magnitude of his responsibilities will appear as great to others as to himself; that no one will venture to criticise at least before his children the acts of their instructors; that he and he only can recognize and train the budding mind and give those directions by which can be brought out the perfect flower and the mature fruit; that everybody every day at a given time, convenient or otherwise, shall send their children to the cheerless buildings erected for the purpose where, after being put through various forms and ceremonies battered with antiquity or still fresh from the mint of theory, they are given a half dozen courses of intellectual food, the menu of which was probably developed in the closet away from the world; and after six hours of such treatment are sent home to parents who are supposed to do nothing but applaud and note with joy the collection of facts, the expansion of mind, and the growth of reasoning power exhibited by their progeny.

What I have already said without further comment seems to fail to indicate exactly what may be with propriety asked by the teacher. The competent one invites an intelligent criticism from the great mass of his equals. He seeks a social position if not among the perfect four hundred yet inferior to none in that better aristocracy where intellect in some of its many embodiments and manly sincerity are the tests of membership. He desires a salary commensurate with his abilities judged by worldly standard. He asks that he may be reasonably secure in his tenure of office. Comfortable and commodious places for his work and

all reasonable appliances are as necessary to him as tools to the mechanic. Such leisure as any professional man may take in which to prepare for and rest from his arduous labors is certainly his due. He begs for the hearty support and co-operation of parents when he is right, and their kindly forbearance when he errs. And finally he asks for a candid and full hearing before public judgment is passed upon his acts.

Now I do not raise a wail as from a much abused and poorly appreciated class. I am constrained to believe that the great body of teachers receive all the recognition that their merit deserves, and, to borrow one more phrase, the world really thinks more of the teachers than it gives them reason to believe; and whispered very gently, far more than is due many of them. Certain it is that they yearn for activity among men and women more than their enforced retirement indicates. All that is asked is a fair show, an equal chance, without invidious comparison or constant insistence on much more than is required of any other honorable calling.

We hope for the day when a teacher will not be instantly detected by his demeanor, his conversation, his dress as conspicuous in its disregard for modern taste or in its staid propriety as the striped jacket of an inmate of Waupun. But when the teacher is a man or woman in the world, and in its truest sense of the world, a little stronger than the competent, a little more learned than the wise, a little better than the good, never so far behind, away from and beyond that he cannot go to whomsoever he will and find all coming to him as a companion and appreciative intimate.

C. H. Sylvester.

WHITEWATER, Wis.

TEACHING HISTORY.

"How to teach history?" is a question in which I think teachers of all grades have an interest, for, whether so printed in the "course of study" or not, all ought to be teaching it in some of its varying phases. Every child begins its study before he enters the school-room. He receives his first lessons lying in his mother's arms, or standing at his father's knee listening to the stories of their childhood. When he begins his school life, it is to him a most fascinating study; when his school

days are ended, it should have lost none of its attractions. His early love for it should have deepened and broadened, should have become more thoughtful, but not less enthusiastic.

As a subject for teaching, history presents many different stages in each of which the method must be determined by the purpose directly in view. Every teacher, before he takes the first step in the work, should fully and clearly decide *what* he desires to accomplish. A general idea is not enough; his method should be based on a definite decision. Whatever method employed, should educate along two lines: the one imaginative, the other philosophical. We all know that the *real* study of history requires in the student the power to exercise independent thought; to discover the principles and laws which underlie the events of history; to see clearly the relations of cause and result. But it also requires of him an active imagination. Unless he has before his mind clearly defined pictures of the scenes in which the events occurred; unless he can transport himself out of his own age, country and person, and imagine himself the agent or spectator, his understanding of any event remote in time or place must be imperfect, if not incorrect.

In the words of Mr. Emerson, "As we read we must become Greeks, Romans, Turks, priest and king, martyr and executioner, must fasten these images to some reality in our own secret experience or we shall learn nothing rightly. We must in ourselves see the necessary reason for every fact,—see how it could and must be. Must assume that we, under like influences should be alike affected, and should achieve the like."

As teachers of history, let us consider first, what we may call the preparatory work,—work preparatory to the formal study of the subject usually begun in the seventh or eighth year of school life. During this time, as a basis for subsequent study, the teacher should aim to begin the development of the historic sense by a judicious exercise of the child's imagination; to arouse his sympathy; to create right moral ideas; and to give him concrete illustrations of the good, the brave and the true. A little later, to furnish him with historical and social conceptions; to train him to think, to judge, and to express his thought in appropriate language. Most of this must be accomplished by means of stories and pictures. At first the selection of material should be confined to the purely narrative,—to stories of child life, stories true to life, dramatic and capable of exciting his sympathies. These should illustrate lessons in human

nature, in the ways, actions, and motives of men; in displays of heroism, devotion to duty, or of selfishness and disloyalty.

Mr. Bain says: "Nothing comes home to a child sooner than narratives of human beings, their pursuits, their passions, their successes, their disasters, their virtues and their vices, their rewards and their punishments, their enmities and their friendships. For these lessons plenty of material may be found in the classic nursery tales, Bible stories, fairy tales, Teutonic legends and Greek myths. Of the last Mr. Hawthorne said, "he was invariably astonished, whenever he began to relate one, by the readiness with which it adapted itself to the purity of his child auditors. The objectionable characteristics seem to be a parasitical growth having no essential connection with the original fable." "They fall away and are thought of no more," he says, "the instant I put my imagination in sympathy with the innocent little circle whose open eyes are fixed so eagerly upon me." Many of these stories may be repeated again and again. Children like a good story all the better for having heard it before, and it often seems to deepen its influence, not by two or three, but by numberless repetitions. Understand, there is to be as yet no attempt to teach facts, the purpose being only to exercise the child's imagination and sympathy.

With the first lessons in geography, stories of the children of other countries should be introduced, that the pupil may conceive of life very different from his own. Much that is suggestive can be found in such books as "Seven Little Sisters Who Live on this Round Globe," "Each and All," "Lucy's Wonderful Globe." Still later stories of heroes from the Iliad and the Odyssey, stories from Roman history, from English history, from American history — of the Indians, the early settlements, the Revolution. Many of these stories have been most charmingly told by Hawthorne in his "Wonder Book," "Tanglewood Tales," "True Stories," "Twice Told Tales," "Grandfather's Chair." These stories may be read or told by the teacher; sometimes one pupil may read to the others, and again the pupils may read in turn. Every exercise, however, should be followed by talking and writing upon the subject given, thus cultivating the child's power of expression. The teacher, too, should ask questions that will make these little people think and judge before they can answer.

During the sixth and seventh years the story-telling and reading should be more systematic and with this wider purpose,— to teach what history

is; to bring before the pupils the nature of human society. History proper must begin with the idea of a nation, and this must be based upon some knowledge of the structure of political society. Ideas of peace, of war and of government ought now to be acquired. Call the child's attention to the accompaniments of peaceful life. Let him state in detail what he sees about him in his every day life. In the stories read or talked about, consider the causes of war, its purposes, and the methods of warfare. Under government, discuss the objects of government, the different forms, the use of laws, the duties of citizens. Above all teach the child the facts of history as they are about him; his own village or city is the first subject for study, then the county, the state, the nation. There are few places that have not most interesting incidents connected with their local histories. The more personal and real these can be made the better.

Most of the preparatory work must be done in connection with the geography reading and language lessons, though when opportunity permits in the sixth and seventh years, regular lessons should not be omitted.

At the beginning of the eighth year, history should be taken up as a formal study. To give definiteness to the work, some good text-book should now be put into the hands of the pupils. But the teacher must be very watchful that the study of American history is not confined to the study of a text-book. The book should be to the teacher, and to the pupil, a hint, a guide, a check, and not an all-sufficient reservoir from which all instruction and information is to be drawn. To appeal to the student's sympathy, to exercise his historical imagination, to encourage his love for the study, are still aims for the teacher. But now, more than ever before, he must seek to develop powers of thought and reflection; the relations of cause and result must be made prominent; and, most important of all, the teacher must remember that the *special purpose* of American history in our public schools is to teach the children of our land *American institutions*, that they become intelligent voters and loyal citizens. To accomplish all or only a part of this the pupil must first learn *how* to study history. To teach him this is of as much importance as to teach him history itself.

In assigning a lesson it is a good plan to read it over with the class, to see that all names are correctly pronounced; that all the places mentioned are located; that the true meaning and relative importance of all facts are understood. In almost every lesson there are topics of special

importance. Let these be subjects of the most thorough research possible Direct the pupils to other sources of information. Collect as many authorities as possible and give them a list of those you wish them to consult, designating chapters and pages. Hold them responsible for this study. General directions are vague and seldom influence those you most wish to reach. Ask some question that will stimulate original thought and give new interest to the investigation. In the recitation, test not only the amount of information that has been acquired, but ascertain the degree of clearness and of intelligence with which it has been comprehended. When a topic is named, the pupil should be able to tell, in his own language, with as little interruption as possible, what he has learned from his own book and from other sources. After he has finished, other pupils may add anything omitted, correct any wrong statement, ask questions to bring out more clearly obscure points.

Too much importance can hardly be given to *geography* in this connection. Geography and history should be constantly associated, otherwise the facts will be vague and will soon slip from the memory. Indeed, it is impossible to study history intelligently without bringing distinctly before the mind's eye the place relations of the scenes in which these events occurred. But do not be satisfied with the mere location of places. The physical features of the country should also be studied, as they have had a great influence in determining its history. They have modified the founding of its colonies and its cities; the development of its natural resources; its wars and its military campaigns; its social relations and institutions. A skillful treatment of this subject will give the pupil a new light by which to read history, and will help make attractive that field of thought which so many fear to enter — the philosophy of history. Some one has said "teaching chronology is not teaching history." I agree and disagree with the statement. The person who can give the exact date of the battle of Saratoga, but has no further knowledge of the event, has little to boast of. On the other hand a knowledge of dates *is* important because of the higher relations to which it constantly ministers. An exact date is often absolutely necessary in determining the agencies that produced an event. In the history of our country I would insist upon having perhaps not more than twenty-five of the most important dates learned in connection with the history of their events. But these should be thoroughly learned with strict accuracy and stamped upon the memory by constant refer-

ence and frequent reviews. Less important events will naturally group themselves about these; some leading to each as cause events, others leading from each as effect events.

Do not neglect in your work to make prominent the progress of the nation in the arts and sciences, in inventions and discoveries, in the growth of population and territory, and in the development of its natural resources. History is more than a record of wars and political strifes. "Peace hath her victories no less renowned than war."

The study of current events should also be encouraged by the teacher. It has been happily said, "What is politics to-day is history to-morrow." To watch how history is being made in the present will help the student understand that made in the past. Whenever opportunity permits interest the pupils in the history of other nations, especially those associated with American history. Try to make clear the thought that we, as a people, are only a part of one great unit,—"a link in that entail that binds all ages past with all that are to be." Those features of history that are related to present affairs, that may lead these children into a higher appreciation of the privileges and duties of American citizens, cannot be emphasized too much. Biography, historical fiction, poetry, pictures and relics should all be frequently called upon to stimulate and aid the imagination in its effort to reproduce the past.

With a little exertion the teacher may enliven almost every recitation by some choice poem or prose selection. A noble sentiment, a deed of heroism, an extract from a stirring speech, a fine bit of description or characterization, a good anecdote, will do much to fix the related event. The following poems will serve to illustrate how rich our literature is in just the materials teachers want for this purpose. You may determine how much of American history they tell: "The Skeleton in Armor;" "Hiawatha;" "The Landing of the Pilgrim Fathers;" "The Courtship of Miles Standish;" "Mabel Martin, the Witch's Daughter;" "Evangeline;" "Paul Revere's Ride;" "Grandmother's Story of Bunker Hill;" "Independence Bell — Ring, Grandpa, Ring;" "The Song of Marion's Men;" "Pulaski's Banner;" "Old Ironsides;" "The Angels of Buena Vista;" "All Quiet Along the Potomac To-Night;" "Barbara Frietchie;" "Sheridan's Ride;" "The Blue and the Gray." The fact, too, that in this way the pupils are becoming acquainted with our best authors and acquiring a taste for good literature, is of no little value.

In this day of beautiful pictures and engravings costing almost nothing, it is by no means difficult to collect from advertisements, catalogues, newspapers and magazines a choice portfolio of really fine historical illustrations. These mounted upon bristol board will be most valuable aids in teaching. Then, too, there is treasured in almost every household some interesting relic or keepsake, which, if introduced into the recitation, will do more to make the past real than volumes of printed matter.

Many of the pupils have visited museums in large cities; some have traveled and have seen historic places and buildings. If you can induce these to talk, you will often be surprised at how much they can tell that is really valuable and interesting. When reviews are given they should always treat a subject as a complete topic. All events relating to that subject, necessarily separated in previous study, should now be brought together in chronological order. In preparing for such a review, give the class an outline of the work to be done, together with a definite list of references. Two or three days may often be profitably used in such preparation. Then, occasionally, instead of the usual recitation, require the subject to be discussed without notes, in the form of an essay. I would suggest for such reviews the following topics: Slavery; State Sovereignty; Political Parties; The Tariff; Growth of Territory; Inventions; The Development of Natural Resources; Causes and Results of American Wars; The Military Career of some noted General; American Institutions. The following is an outline that I would give a class reviewing the slavery question:

1. Introduction of slavery in the colonies.
2. Growth of slavery in the colonies.
3. "Negro Plot" in New York.
4. Discussion of slavery at formation of U. S. Constitution.
5. Recognition of slavery in the Constitution.
6. "Ordinance of 1787."
7. First angry discussion of slavery in Congress.
8. Invention of the cotton gin.
9. Importation of slaves forbidden.
10. "Mason and Dixon's Line."
11. Slave trade declared piracy.
12. "Missouri Compromise."
13. "Annexation of Texas."
14. "Wilmot Proviso."
15. "Omnibus Bill."

16. "Kansas-Nebraska Bill."
17. Kansas Struggle.
18. "Dred Scott Decision."
19. "Personal Liberty Laws."
20. Formation of Republican Party.
21. John Brown raid.
22. Election of Lincoln.
23. Emancipation Proclamation.
24. Constitutional Amendments.

Under what might be called historical recreations there are a number of review exercises that may often be used with success. They always arouse interest and enthusiasm. Keep lists of the geographical and biographical names with which the pupils from their previous study should be familiar. In an exercise conducted as a spelling match might be, require the geographical names to be located, and the events with which they should be associated, stated. With the biographical names require, who the persons were, for what they were noted, and with what events they were connected. The dates that the pupils have been required to memorize, may be tested in the same way. Sometimes allow each member of the class to describe some historical character and let the others guess the person's name. If these descriptions take the form of autobiography, they are still more delightful to most classes. With other classes arrange occasionally for the debate of some historical question that will require in its treatment original thought and thorough investigation.

If, as we are told, the children of our country remain in school on an average not more than three and one half years, and not more than one fifth of those in the preparatory schools reach the high school, how important is the question, Are our common schools doing all in their power to make the study of history a preparation for intelligent American citizenship? Are they helping to educate men and women who can say to our "Ship of State"—

> "We know what Master laid thy keel,
> What workmen wrought thy ribs of steel,
> Who made each mast, and sail, and rope,
> What anvils rang, what hammers beat,
> In what a forge and what a heat
> Were shaped the anchors of thy hope!"

Carrie F. Zeininger.

JANESVILLE, WIS.

TWENTY WEEKS IN MANUAL TRAINING.

ERRATA: On p. 269, JOURNAL for July, the letter *a* should be at the opposite edge of try-square. Page 271, last line, for "piece" read "pien."

LESSON IV. Object of the lesson: To teach the different kinds of bits, drills, countersinks and other boring tools, and the places to use the different kinds.

Probably no other simple tool has passed through such a complete evolution as the boring tool. From the simple brad and awl which makes a hole by pushing aside the fibers of the wood, or oftener by splitting, to the expansion bit which bores holes from ⅝ to three inches in diameter, the whole way is filled in with different boring tools adapted for every kind of work. The pupil should be shown that boring tools may be divided into three classes,—those which remove none of the wood, those which remove a part of the wood, and those which remove all. Those which remove none of the wood are the brad awl and the pod or quill bit. The brad awl is used in soft wood, whose fibers easily move aside to allow the awl to enter. If the awl is put with the edge across the grain it will cut the fibers without splitting. Sometimes the awl is driven in with a hammer and sometimes pushed with the hand, with a twisting motion. The pod or quill bit cuts the fibers, but does not remove the chips, which must be removed by drawing out the bit occasionally. Of the second class which removes a part of the chips are the various forms of gimlets, twist-drills, etc. The gimlet has a screw point which draws it into the wood; this screw point is liable to split hard and thin woods, and must be used with caution; also the gimlet must be removed once in awhile to withdraw the chips, and at best the gimlet is a slow working tool. The twist-drill is, all things considered, one of the most valuable boring tools; especially the small sizes which fit into a drill stock. Being all the way of the same size, the hardest and most finile woods can be bored without splitting. The ordinary augur bit is probably the most used of any boring tool. The pupil should be shown how to put it into the brace, how to hold the brace, how to put the work into the vise to prevent splitting, and cautioned to put a block underneath to prevent splintering when the bit comes through. A very useful tool for screw holes is a short pod bit with an enlargement called a countersink, for making the cup-shaped cavity for the head of the screw. This tool obviates the necessity of changing from a bit to a countersink in boring for screws.

A little instruction in this connection may be given in regard to drilling and reaming metals, as the ability to do this is often useful in making simple apparatus.

The expansion bit will be found a valuable tool, as with it holes may be made from 5/8 to three inches in diameter, and many pieces of apparatus may be made if such a hole can be produced.

[On account of not having received from the engravers a number of cuts for illustrating the next lessons, we are compelled to hold over until next month the balance of this article prepared for this issue.—ED. JOURNAL.]

Arthur A. Upham.

WHITEWATER, WIS.

THEORY AND PRACTICE.

HINDU ARITHMETIC.

Mr. Frederic Pincott in the April number of *Knowledge*, the late Mr. R. A. Proctor's paper, describes Indian arithmetical methods, and accounts for the extreme rapidity with which Indian lads can perform mental calculations. The arithmetical system of Europe was revolutionized by India when the so-called Arabic figures, which we daily use, were borrowed by Arab traders to the Malabar coast, and by them introduced into Europe. It was Indian intelligence which devised the method of changing the values of the numeral symbols according to their positions. This ingenious conception rapidly superseded the older methods, and gave enormously increased facility to arithmetical computations as compared with the Greek and Roman and the older Arabic methods. Indian school-masters employ a number of terms unknown to English teachers. These have been invented for the purpose of facilitating calculation, and the astonishing results achieved cannot be understood without comprehending the terms employed. The strangeness of the names of the figures and fractions arrests the attention of every student of Hindi. Few attempt to master the fractions; and there are some who, after many years' residence in India, cannot repeat even the numbers from one to a hundred. Indians use monosyllables similar to ours from 1 to 10; but from that point the words

are built on the model of "and 10," "2 and 10," "3 and 10," etc., up to "8 and 10;" but the word 19 means "minus 20." After 20 the same method is continued; "21" being impossible: the form is invariably "1 and 20" "2 and 20" up to "minus 30," "30," "1 and 30," and so on. This method of nomenclature goes back to remote antiquity, for the old Sanscrit language presents the same peculiarity. The object is to facilitate computation, for, in reckoning, the mind has to deal with the even tens, the simplest of all figures to multiply. Thus the question "9 times 19" is not a simple one to an English child; but the Indian boy would be asked "9 minus-twenties." In an instant he knows that he has only to deduct 9 minus quantities from 9 twenties, and the answer, 171, comes before the English boy has fully realized the question. The formidable difficulty of the 9 is thus completely got rid of by a mere improvement in nomenclature. It is, however, with respect to fractional numbers that the advantage of the Indian system of nomenclature becomes more conspicuous, when once understood. The fractional terms are *prefixed* when used in combination with whole numbers, the object being to present the special modification to the mind before the number itself is named. Complicated as this nomenclature appears at first sight, its difficulties disappear when brought to the test of practice. It is the outcome of centuries of practical experience, and the thoughtful application of means to an end. It will be sufficient to illustrate the use of these words, and the extraordinary arithmetical facilities they afford, if the use of *paune* is explained, that is, ¾, that being the fraction which the English child has most trouble with. The Indian boy knows no such expression as "two and three quarters;" in fact, the term "three quarters" in combination with whole numbers has no existence in his language. His teacher resorts to the same device as has been explained when speaking of the figures 9: he employs a term which implies "minus." By this process 2¾ becomes *paune-tin*, that is, "minus 3," or "a quarter less three," and in the same way 3¾ is *paune char*, that is, "minus 4;" and so on. Precisely the same plan is adopted with reference to the term *sawa* which implies "one quarter more," thus 3¼ is *sawa-tin* = "*plus* 3," 4¼ is *sawa, char* = "plus 4," &c. It will now be seen that the *whole* numbers form centres of triplets, having a minus modification on one side, and a plus modification on the other. This peculiar nomenclature will be clearly comprehended by the following arrangement:—

2¾	paune-tin — 3	3¾	paune char — 4
3	tin 3	4	char 4
3¼	sawa-tin + 3	4¼	sawa char + 4

4¾ paune panch — 5
5 panch 5
5¼ sawa-panch + 5

In multiplying these fractions, therefore, the Indian boy has to deal with only the minus and plus quantities. A simple instance will illustrate this. "7 times 99¾" would be a puzzle to an English child, both on account of the lumbering phraseology, and the defective arithmetical process he is taught to employ. The Indian boy would be asked, *sat paune-sau?* three words meaning "seven minus-hundreds?" The very form of the question tells him that he has only to deduct 7 quarters from 700, and he instantly answers 698¼. Equal facility is found with any similar question such as "5 times 14¾?" The Indian boy is asked *panch paune-pandrah? i. e.*, "5 minus-fifteens?" As the words are uttered he knows that he has only to deduct 5 quarters from 5 fifteens; and he answers at once, *paune shau-hattrah, i.e.*, "a quarter less four and seventy" (73¾). Some Europeans have sought to account for the surprising results attained by Indian children, by attributing them to special mental development due to ages of oral instruction. It is perfectly true that Indians rely more on their memories than on artificial reminders, and no one can come into contact with the people without being struck by their capacity for remembering. It is well known that many of the ablest men the country has produced could neither read nor write; but that they hardly missed these accomplishments, for their minds were frequently stored with more information, which was more ready to their command, than possessed by the majorty of book students. It is well known that Ranjit Singh could neither read nor write, but he knew all that was going on in every part of a kingdom as large as France. He was an able financier, and knew at all times accurately the contents of all his treasuries, the capacities of his large and varied provinces, the natures of all tenures, the relative power of his neighbors, the strength and weakness of the English, and was in all respects a first-class administrator. "We commit the mistake of thinking that the means of knowledge is knowledge itself. This induces us to give all the honor and prizes to reading and writing, and leads us to despise people, whatever their real attainments may be, who have not acquired the knack of putting information on paper. It ought to modify our opinion on this point to reflect that the architectural triumphs of India

were nearly all built by men who could neither read nor write." Another illustration of dependence upon memory instead of upon paper can be found in the Indian druggist, who will have hundreds of jars, one above another, from floor to ceiling, not one of them marked by a label or ticket, yet he never hesitates in placing his hand on the right vessel whenever a drug is required. The same, to us, phenomenal power of memory is shown by the ordinary washermen, who go round to houses with their donkeys, and collect the clothes, some from one house, some from another. These they convey to the river and wash and, in returning with the huge pile, never fail to deliver each particular article to its rightful owner. The Indian boy's first task is necessarily to commit to memory the names of the figures from 1 to 100. He is next taught that there are nineteen places for figures and their names. These correspond to our units, tens, hundreds, etc.; but the monosyllable cuteness in the names of the higher numbers is his distinct advantage. What we call the multiplication table thus begins. In England the multiplier remains constant, and the multiplicand changes: thus children repeat "twice one two; twice two four; twice three six," etc. In India the boy is taught to say "one two, two; two twos, four; three twos, six;" etc., his multiplier changing, while the multiplicand remains fixed. Another peculiarity is that he begins at 1 not at 2; and this furnishes him with a series of most useful collective numbers. Here, again, the English language lacks terms to translate the first table, but an idea may be gained from the following attempt: one unity, one; one couplet, two; one triplet, three; one quadrat, four; one pentad, five; etc. In learning these tables the boy is not carried beyond 10; that is he goes no further than "two tens, twenty," "three tens, thirty," etc.; but to make up for that forbearance he is carried on in this process of multiplying figure by figure not only to 12, or up to 20, but he goes on through the thirties, and does not make his first halt until he gets to "ten forties," four hundred. In achieving this result something more than memory is brought into play, for he is taught to assist his memory by reference from one table to another; thus the first half of the six table is contained in the three table, etc. A short supplementary table is next taught, beginning a 11×11 to 20×11, and then proceeding to 11×12 to 20×12 and so on up to 20×20. This method reduces considerably the tax on the memory; for one half of the table is obviously the same as the other half, and therefore only half calls for special effort. The boy has now com-

mitted to memory the multiplication of every figure from 1 × 1 to 20 × 20, and in addition he knows the multiplication of every figure up to 40 by the ten "digits." It will be observed that both tables end at 400 (10 × 40 and 20 × 20); in fact, 4 is the most important factor in Hindu arithmetic, all figures and fractions being built upon multiples and fractions of it. At this point, instead of practising on imaginary sums in the hope of learning arithmetic empirically, the Indian lad immediately proceeds to tables of fractions, the first being the multiplication of every figure from 1 to 100 by ¾. Here again, ¾ would be the last fraction we should attempt; but in India it is the first, and, by the superior system of nomenclature there in use, it is a very easy affair. The boy, knowing the multiplication of the whole numbers, is taught to deduct the half of the half (¼), and the thing is done. Memory is assisted by observing that every multiple of 4 is a whole number, and that the number below it will always be a *sawa* of the next lower figure, and the number above it always a *paune* of the next higher figure. Thus in answer to the question ¾ × 36, the Indian boy says mentally, 18, 9, 27; he also knows that 36 is the ninth multiple of 4, and by immediately deducting 9 can get his 27 that way also. Knowing also, that 36 is a multiple of a 4 yielding 37, he knows that 35 will yield *sawa chhabbis* (26¼), and that 37 will yield *paune atha*, is (—28=27). In this way three-fourths of the table is a matter of logical necessity, resting on the elementary table previously acquired. In the next table the boy is taught to multiply every figure from 1 to 100 by 1¼. This, of course, is precisely the reverse of the last; the ¼ is ascertained and added instead of being deducted. Here, again, the multiples of 4 are whole numbers; but the figures preceding result this time in a *paune*, and those next following in a *sawa*. This table also costs but little effort when thus taught. The next table teaches the boy to multiply from 1 to 100 by 1½, and of course means simply adding half of the multiplier to the figure itself. The next step, multiplying from 1 to 100 by 1¾, is achieved by simply adding three-quarters of the multiplier to the multiplier itself. The "three-quarter" table has been already acquired by the boy, and he has therefore only to add any given muitiplier to it. Thus, if asked, "What is 27 times 1¾ he knows that 27 *paunes* are 20¼; he has therefore only to add this to the 27 itself to get 47¼ as the instant answer. The boy is next exercised in multiplying 1 to 100 by 2½, and he is taught to do this by adding half the multiplier to the

"twice times" table. Then follow similar tables multiplying by 3½, 4½, and 5½; and the results are arrived at instantaneously by adding to the "three-times," "four-times," and "five-times" tables half the multiplier in every case. In all these tables the rapidity and simplicity is in great part due to the terms employed. The boy is not asked to "multiply seventeen by three and a half," or "what is three and a half times seventeen?" or puzzled by any other form of clumsy verbosity. The terms he uses allow him to be asked "*sattarh hunthe*," "seventeen three-and-a-halfs". His elementary table has taught him that 17 × 3=51, and he knows that he has only to add half 17 to that, and the sum is done. The money table completes an Indian boy's most elementary course of arithmetic.—*Japan Daily Mail.*

EDITORIAL.

DO NOT fail to read the suggestive article on Higher Arithmetic, published in this number of the JOURNAL.....NOT a few educational journals suspend publication during the summer months, on the theory that their readers wish a rest from such topics as they present. But certainly there is no time in the year when teachers have so much liesure for reading, or when they can approach educational questions with so little of the feeling that they belong to the "shop." In vacation they may read to think, if in term-time they must read to work. .....WHAT is the significance of the numerous summer schools which are springing up all over the state? What is their relation to the teachers' institutes? The abandonment of the so-called academic instruction by the latter, and the reduction of time to a week or less, has been followed by the rapid development of the summer schools. These adjust themselves closely, we presume, to the county examinations, and those who wish to teach are willing to pay for preparation to meet these. Thus we have a further illustration of the close relation of these examinations to the actual work of the country schools. .....THE demand for well-educated and experienced assistants for high school work has been more than usually large this year. Evidently standards are advancing in this matter with the growth of apprehension of the difference between good and poor teaching, and those who wish to secure such places in the future do wisely in laying a foundation in liberal self-culture.....THERE appears to be a noteworthy revival of educational interests in the state of New York. The State Teachers' Association, we are told, was composed mostly of men; and there was a corresponding earnestness and practical character in the discussions. This is due to the fact that those taking part in the exercises have a permanent interest in the work, which they look upon as their vocation for life.....AT St. Paul Dr. Harris defended ably and ingeniously the practice of

the Normal Schools in devoting so large a proportion of their time to review of elementary branches, and in maintaining a close discipline. Essentially the defence of the former was that its aim is to give the teacher wider views of the relations and meaning of elementary studies, and of the latter that it teaches the discipline needed for children. We question, however, whether breadth is not best obtained by taking advanced studies, and power to discipline by developing self-government through an appeal to good sense and right reason. Surely the great defect of Normal Schools, as it seems to us, is a certain narrowness of culture, and a certain rigidity of forms....."STUDY your neighbors" might well be enjoined upon educational leaders in all our states. The institute system in Iowa, the high school plan of Minnesota, the county examination plan in Illinois, and the county educational organization and the school-book law in Indiana, are just now of especial interest to those who are striving to improve the educational institutions of Wisconsin.

THE meeting of the National Educational Association at St. Paul was in all respects equal to former gatherings. The numbers in attendance are variously estimated at from ten to twelve thousand. This large attendance tends to make the general meetings of less and less importance from year to year. Genuine discussion is impossible in an immense and miscellaneous assembly. The subjects of the papers were handled by several speakers whose names were on the program for a discussion of them, and thus a certain variety was given to the treatment; but, although the president announced that they were open to general discussion, no one else took part; indeed the program was so full as to allow no time for such discussion. The remark was common that the general meetings are not adapted for the serious presentation of important topics. As last year at Nashville, so this year at St. Paul, the subject of parochial versus state schools awakened the deepest interest. The presentation on both sides was less radical than on the former occasion, but the popular feeling on the subject was indicated by the immense audience and by the warm applause which greeted the more radical utterances. The hearty reception given to the direct and straight-forward remarks of the State Superintendent of Wisconsin was especially gratifying. The department meetings were of rather more than usual interest and it seems not unlikely that these are to contribute more to the growth of educational opinion in the country than either the general assembly or the Council of Education. The specialization secured by them causes the papers to be more practical and gathers an audience which has a real interest in their subjects.

WHERE to hold the next session of the National Educational Association was left undecided at St. Paul. That it should go to the east was generally conceded, and the only two places discussed were Saratoga and Toronto. It seems that the choice between these should be easy. Saratoga does not seem to be a desirable place of meeting. Hotel accommodations are to be sure ample; but the spirit of the place is not in accord with the purposes of the gathering, and

past experience shows that if the association goes there it must count with a large measure of local indifference strikingly in contrast with the hearty interest and co-operation shown by the people of St. Paul, and of other points at the west where the meetings have been held for the last four years. On the other hand Toronto for a second time extends an earnest invitation to the association to come there, and will do all that can reasonably be expected to make the gathering a success if this invitation is accepted. If rejected a second time, it is not likely to be repeated soon. The city is easily accessible, attractive, almost sure to be cool and comfortable, and presents to American teachers an added attraction because it is outside our own boundaries. The invitation is under the circumstances a noteworthy courtesy; it affords an occasion for knowing more of the great country to the north of us and of its educational institutions, and it will serve to promote a closer acquaintance between the leaders of education in this country and in Canada. Thus, as it seems to us, there is no reason why the association should go to Saratoga, and there are many and strong ones why it should go to Toronto.

"THERE is no future in it," has been said to us recently by more than one young man who has taught a few years, and has begun to recognize the limitations which hedge him in as a teacher. Reflection on the remark will lead to several suggestions. First, there are very few pursuits in which young men begin so near the top. The graduate who received his degree in June expects to have charge of a high school in the following September. But below him there is the district school, and the school of two and of three departments, and various positions as assistant, and, perhaps, if he is lucky, various high schools which have short courses of study or small enrollments. He starts high not only in position but also in salary. Indeed the reason for becoming a teacher is in many cases that he can make more at it at once than at anything else which is in sight. He has not to wait long months for clients, or to watch wearily for patients whose fees will pay his bills, but is at once assured a comfortable living and a good position in society. One reason therefore that he has no future is that he has so much present. In the second place, the one who makes the remark is newer at the top of his profession. There are larger and more difficult high schools beyond him; there are superintendencies of various grades of difficulty and importance; there are college positions; in short there is "a future in it" for some one. But each person encounters special limitations which grow out of his own nature or circumstances. He has little knack at making acquaintance, and therefore remains secluded and unknown; or he lacks tact in management so that though he teaches well he does not gain the hearty support of the community; or his education is limited; or his abilities are not above or quite up to those of others who are his competitors; the limitations in short are in himself rather than in the field into which he has entered. These limitations are often very galling; but they are not peculiar to teaching. In every other calling there are large numbers of persons who are unable to find "a fu-

ture." Now it may be that the complainant is out of his place,—has entered a calling in which, taking into consideration all its conditions and requirements, these self-limitations are more obstructive than they would be in some other. If this is so, a change is certainly wise. The lack of a future is, however, in the conditions rather than in the calling. Again, starting high not only compels a considerable period of waiting before ripeness for advance comes, but it begets undue expectations and uneasiness at delays. Besides, a teacher's advancement is not local generally, but his field of growth is the state or the nation, and this fact makes advancement, which is not the result of a vigorous canvass and pushing, comparatively slow.

THE "hustler" is a product of our times and conditions. He is the man who at present commands money and positions. A chief recommendation for a candidate for the secretaryship or presidency of the National Educational Association is that he is a "hustler," and the same word sums up the highest qualifications of a commercial drummer. He is practical; he makes things go. If a newspaper is to succeed this is no longer by virtue of the ability and sturdy worth of its articles, but because the "hustler" pushes it; a political party wins because it puts a "hustler" at its head; a teacher gets good positions because he is a "hustler," and not because he is a teacher; and the church wants a "hustler" even more than it wants a preacher. This pre-eminence of the "hustler" in American society is due to two conditions. Competition is abnormally developed among us, as is shown by the growth of combinations and trusts; and the "hustler" is the product of over-developed competition. He comes out of it and carries it to its utmost extreme. He is frequently—we might almost say usually, not over-scrupulous in his means, being guided by the one maxim, "get there." Success vindicates him. If he bribes a school-board in the name of a book-firm and so carries his point, he is a good "hustler;" if he is caught, then the proceeding is very immoral and he is deservedly disgraced. To carry the election in politics, to gain his point in business, to get up a big crowd as an organizer, to be much talked of as a lecturer or preacher—this is success, vindication, morality; to be defeated, ignored, exposed, or fail—this is dishonor, disgrace, immorality. On the other side, the "hustler" is a product of our lack of self-assertion and sturdy independence. We are easily overborne; we do not use individual judgment; we go with the multitude; we believe what the last man told us; we yield to the hustler rather than make the effort to cast him off. If he is the "hustler" we are the "hustled;" and the abundance of material for the latter is a condition precedent to the development of the former. Is there not in the present prevalence of the "hustler" a manifestation of our need of moral education?

SLOTH, like rust, consumes faster than labor wears, while the key often used is always bright.—*Franklin.*

OUR DRAWER.

THE CALLING IN CONTEMPT.

One who has been long engaged in teaching writes as follows:

"I have not liked the thought of growing old as a teacher. The profession does not lead anywhere. If one teaches all his lifetime he is still only a pedagogue, and the chances are that he will be regarded as an old fogy or second-hand edition, and laid aside for something newer. I believe the profession is to blame for the estimation in which it is held, but there is much ill-concealed contempt for it. The aristocracy of wealth seems destined to have its day, but there will surely come a time when brain and culture will be at a premium."

We have elsewhere commented on the statement that teaching has no future, does not lead anywhere,— an expression which has come to us from several sources during the past month. The other statement, that there is much contempt for teachers, we have also met several times, and it seems worth commenting upon because it troubles some. It is best not to be too sensitive. Contempt is quite freely entertained by men for those of widely different character and pursuits, and simply indicates a certain narrowness in the one entertaining the feeling which we can well afford to pass over with indifference. It is oftenest felt by hard and selfish persons towards those who guide their lives by different motives. To be despised of men is one of the consequences of devotion to higher aims, and is by no means an exclusive privilege of school teachers. So far as teaching is subject to contempt as a profession, that is in part due to historical conditions. In ancient Rome physicians were subject to such contempt. The profession as such was new, had not achieved for itself a position in the eyes of the world by eminent abilities in its followers, belonged to the bustling nurse and the slave. Teaching as a profsssion is in a similar stage of development. It is but a few years since those who could not succeed at anything else took to teaching — the vagabond, the broken-down soldier, the ancient maiden lady kept school. The tradition of this condition of things, the emotional attitude towards the calling, still survives in some persons and in some localities. But what of it? It is quite as often true that too much honor is conceded to the profession as that too little is. A sturdy person asks honor not for his calling, but for what he is, and is willing to be despised because he is a teacher — while he compels respect as a man. All the better for you if you can make one regard you who feels contempt for your calling.

But just here comes the suggestion of the writer that "the profession is to blame for the estimation in which it is held." There are certain schoolmasterisms which are justly held in contempt, and when we allow those to appear in us we have no right to complain of the consequences. There is a certain pettiness, a magnifying of trifles, a narrowness of view, a disposition to claim more deference than is our due, an unwillingness to meet men as equals, to face facts, to give and take, which perhaps are fostered by the conditions of the school

room so that those who work in it have need to guard against them. Locke insists above all other qualifications that the teacher shall have good manners and be a man of the world. Perhaps on the whole the latter phrase sums up the great lack of the schoolmaster—he is not a man of the world; and when the man of the world visits upon him a certain measure of contempt because of this deficiency, we have to confess that it is deserved. But can any one assign a good reason why a teacher should not be also a man of the world? And is not Locke right in insisting upon the importance of this qualification?

WHAT IS THE ERROR?

We take the following question and answer from the *N. E. Journal of Education*, with a feeling of assurance that some of our readers will readily discover the very simple source of error which has apparently escaped the notice of the one who propounds the question and of the one who answers it:

In Drake's *History of Middlesex County*, under the topic "Belmont," in an article written by John L. Alexander, M. D., I find this remarkable sentence referring to the formation of the town in 1859: "From Waltham were taken 67 sq. miles. or 429 acres; from Arlington, 282 sq. m., or 1773 acres; from Watertown, 226 sq. m., or 1446 acres, making 575 sq. m., or 3,648 acres." Can any one tell me what this means? BELMONT.

There can be no excuse for such stupidity. There are 640 acres in one square mile. His 575 sq. m. would make a town of 354,000 acres. He would make Belmont occupy one thirteenth of the entire state of Massachusetts. If the mistake had occurred but once, it could have been accounted for as a typographical error, but square mile is written out in full four times in as many lines. It is impossible that Mr. Drake ever saw the article. To know what is meant is all the more difficult since, in the first case, a square mile equals six and twenty-nine sixty-sevenths; in the second case, six and eighty-one two hundred and forty-seconds; in the third case, six and forty-five one hundred and thirteenths; and in the fourth case, six and one hundred and forty-eight five hundred and seventy-fifths.

ANOTHER PROBLEM.

The following problem has been differently solved by several persons, and we are anxious to know what the right solution is. Can you tell us? It is found on page 97 of Thompson's Commercial Arithmetic. *A. S.*

A shipbuilder insures a ship and cargo for $89,325, at 4½ per cent., the policy covering both property and premium; what is the value of the property?

After the matter for the last issue was prepared for the press, solutions of the problems of the month preceding were received from F. W. B.; A. W. D.; J. H. N.; and M. H. J.

A PRACTICAL HELPER.

There come to us almost every week unsolicited expressions indicating that the efforts we are making to help the teachers of the state in their daily work are appreciated by many of them. While seeking to develop thoughtfulness and an understanding of principles, the JOURNAL has provided a liberal amount of practical matter for use in the school-room, hints as to methods, devices, exercises, and so on, adapted as we believe to the needs of teachers of all grades. Last month we quoted kindly words of appreciation from high school principals, and the month previous from Normal teachers, recognizing the value to them of the presentation of principles made in the JOURNAL. We add below two expressions, which have come to hand to-day, recognizing the usefulness of the practical helps furnished under the heading "In the School Room."

"I can truly say that the JOURNAL has been a great help to me in my school work."—Mrs. E. Billington, Arena.

"I have found it very valuable in school."—Mary Morrisey, Depere.

The excellence of the general articles contributed to the JOURNAL is testified to by the fact that many of them are reprinted in other educational papers. Thus this month the *Virginia Educational Journal* reprints Miss Lamont's paper on "Teachers as Eclectics," which appeared in our June issue; and the Winnipeg *School Times* contains Mrs. Cook's article on "Opening Exercises," from our July number.

SHORT TERM INSTITUTES.

[The following letter, though not intended for publication, bears testimony upon a subject of sufficient interest to justify its insertion.—ED.]

DEAR SIR: As enclosed circular shows, I will hold three sectional institutes. I have tried this experiment last year and have found it working well. The sectional institutes are not overcrowded, and I am able to give my special attention to members who are most in need of help. In addition to those institutes I shall arrange for a short one in November and then try to get two of the regular conductors here. We have had two of these short institutes and I think they were very valuable, especially since they were held at the time when all schools were in session, and teachers had a chance to get help in overcoming difficulties which they had encountered in their work; and immediately after the institutes, when the impressions were still fresh on their minds, and the enthusiasm which had been kindled had not subsided, they had a chance to put into practice what they had learned. These short institutes are very popular with the best teachers and nearly all teachers of the county attended them.

H. Severin.

NEW HOLSTEIN, WIS.

MEN talk as if victory were something fortunate. Work is victory. Wherever work is done victory is obtained. There is no chance and no blanks.—*Emerson.*

IN THE SCHOOL ROOM.

SUGGESTIVE PARAGRAPHS.

— He who has learned what beauty is, if he be of a virtuous character, will desire to realize it in his own life — will keep before himself a type of perfect beauty in human character, to light his attempts at self-culture.—*John Stuart Mill.*

—Visit a stock-raiser. His home is strewn with breeders' papers. The farmer has his agricultural periodicals. The poultry journal appears in the house of the chicken fancier. The mechanic has his trade organ, whatever it may be, and studies it with care. Therefore a teacher should take and read a good educational journal. If you have taught, even for years, you can not afford to do without reading. There are new methods constantly being introduced, new ideas promulgated; and if you would be a live teacher you must read what is going on in other schools. You can make use of others' ideas and plans, and in addition to this, by the incentive thus given, you may be enabled to evolve new and better methods of your own.

— A gentleman tells us of the experience his son, age fourteen, had when he applied at a public school. This lad had twice been to Europe, the last time conducting his mother and sister, paying bills, etc., spoke French and German with fluency, was an extensive reader of literature, and in favor in a company of gentlemen because of his general intelligence; yet because he could not cipher out certain problems was put into the primary school! — *Exchange.*

— Good manners are more serviceable than a passport, than a bank account, than a lineage. They make friends for us; they are more potent than eloquence and genius without them. They undoubtedly spring from a kind heart, and are the dictates of good humor. They are not something to be learned from fashion news and books of etiquette; They are not to be imported or borrowed.

— CHILDREN are capable of enjoying good books at a much earlier age than people suspect, and the chances of forming in the young a taste for good literature are much better than at a later period. In the series of articles entitled "Books That Have Helped Me," published in the *Forum* about a year ago, I remarked that the helpful books were those that were read chiefly in youth, certainly before middle age; the reason undoubtedly being that the young have then more time to read and reflect, and lasting impressions from books are more apt to be formed than later in life. In your collection of books, remember that it is important "to guard against not only those books that mislead the conscience and studiously present ideas that are fundamentally false, but also against those that merely interest and consume time, but neither elevate the taste nor brighten life."—*Prof. George E. Hardy.*

— I BELIEVE a child has as good a right to occupy himself in the line of natural tastes as other people have. This will seem to many absurd, or meaning-

less, in two ways. In the first place, a very large proportion of parents do not recognize the fact that children have any natural bias toward very specialized employment. I do not think they give the matter any thought. The idea that a boy born on a farm should be mentally unfit to do farm work, does not enter the head of average fathers. But it so happens that an artist or mechanic or engineer is often born where least looked for. It is one of the chief obligations of the parental relation to discover the stronger biases of children's minds, and encourage and aid them. I set this down as one of the children's rights that must and will find emphasis in our better civilization.—*M. Maurice.*

— A GERMAN professor has said that the American children display an amusing amount of ignorance on the subject of literature and peoples. But one of our own educators, J. W. Dickinson, of the board of education of the commonwealth of Massachusetts, has said that "It is admitted that the product of our public schools is a people noted for general intelligence, for virtue, for love of personal freedom and for a progressive spirit, which are the marks of a high civilization." If this be true, we need not feel that our task is a hopeless one, but rather more promising than we could expect when so little time in our curriculum is devoted to the study of literature. Whatever our methods, let us be zealous, therefore, in creating in our pupils a taste for the best the literary world can offer them.—*Washington Journal of Education.*

HUMORS OF THE SCHOOL ROOM.

A COMPOSITION.—A teacher sends to *The Youth's Companion* from Virginia an original composition written by a boy ten years of age. It was his first attempt, and orthography and all is given just as he wrote it:

"Winter is the coldest season in the year because it comes in winter mostly. In some countries winter comes in summer, and then it is very pleasant. I wish winter come in summer in this country then we could go skating barefooted, we could snowball without giting our fingers cold, and men who go out slayriding wouldn't halve to stop at every tavern as they do now.

"It snows more in winter than any other season. A wickit boy took my skates and ran off with them and I couldn't catch him. Mother says judgment will overtake him. well if judgment dose he will halve to be pretty lively in his legs for that boy can run buly. Now I will stop."

— In a certain school, the teacher had been accustomed to lecture his pupils on physiology and the laws of health. At the close of one of his dissertations, he requested his pupil to write an essay repeating what he had said, and a boy of twelve produced the following: "We breathe with our lungs, our kidneys and our livers. If it wasn't for our breath we would die when we slept. Our breath keeps the life a-going through the nose when we are asleep. Boys who stay in a room all day should not breathe. They should wait until they get out in the fresh air. Boys in a room make bad air called carbonicide. Carbonicide

is as poison as mad dogs. A lot of soldiers were once in a black hole in Calcutta and carbonicide got in there and killed them. Girls sometimes ruin the breath with corsets that squeeze the diagram. A big diagram is best for the right kind of breathing." Why did he make the errors?

— Here is Ethel's composition about her dog Dick: If there's no trees just round, Dick gets the cat in the corner of a door or two brick walls. Then the cat makes her body twice as big as what is flesh and bone by standing her hairs up strate, and she spits and sneezes all over the dog, so he can't see what he's a doing of. Then while he's clearin' his eyes a bit she scratter him in the nose, which you know of all parts of the dog's flesh, its nose has got the littlest skin over it. You might say as there is no skin, only a bit of meet. The dog feels just as if he was cought with a fishing-hook, and he runs right away a thinking to hisself as he thought the cat was a little one when he see it in the yard.— *Troy Times.*

"ENGLISH AS SHE IS SPOKE."

Thames is pronounced Tems.
Bulwer is pronounced Buller.
Talbut is pronounced Tolbut.
Cowper is pronounced Cooper.
Holburn is pronounced Hobun.
Wemyss is pronounced Weems.
Knollys is pronounced Knowles.
Cockburn is pronounced Coburn.
Brougham is pronounced Broom.
Hawarden is pronounced Harden.
St. Leger is pronounced Sillinger.
Norwich is pronounced Norridge.
Colquhoun is pronounced Cohoon.
Cirencester is pronounced Sissister.
Grosvenor is prononnced Grovenor.
Salisbury is pronounced Sawlsbury.
Beauchamp is pronounced Beecham.
Marylebone is pronounced Marrabun.
Abergavenny is pronounced Abergenny.
Marjoribank is pronounced Marchbank.
Bollingbroke is pronounced Bullingbrooke. — *Normal Herald.*

SOME TEACHING DEVICES.

In Primary Reading.—Suppose a class in the primer seem dull in reading a little story, write the story in another form on the black-board. Write single sentences containing the words of the lesson on slips of paper, and give to each

member. Drill class on all new words from the columns on the board. I venture to affirm that the class will not be called dull after a week of drill on one story.

IN SPELLING.—Another means of breaking down the worship of the test-speller is to hold the children responsible for any words which they have seen often enough to have learned, i. e., words from reading lessons, history, geography, grammar, etc. It is perfectly absurd that children should study a map for weeks and then spell half of its names incorrectly, because, forsooth, "they weren't in the spelling lesson." The children will resent this, because for many days their spelling lessons will naturally be imperfect, but it pays. O! how it pays, in the improved general spelling. I attempted to graft this method on to a class accustomed to learn their ten words beautifully every day, but neither more nor less. For days spelling lessons were a medley, though I began slowly, only holding them accountable for the words of one lesson, either history, or grammar, or geography. They were not accustomed to taking in the form of *every* new word. They began by making a special study of all the difficult words, complaining sometimes that while the regular lesson was only ten or fifteen words, here were forty or fifty to be learned. I was perfectly deaf to all grumbling, and to the lamentations of the heretofore "perfect" ones, my object being not perfect lessons for a day or two, but trained eyes; and better spelling for all time. This plan, started at the request of our principal, has been adopted by nearly the whole school, examinations in spelling at the term's close being composed of words suitable to the general age and ability of the classes, and taken from any source; and while the per cents. may not be as good, the spelling is, I am convinced, fully fifty per cent. better throughout the school, and words are spelled correctly when *used*, no matter in what lesson, and not when written in columns only.—*Popular Educator.*

IN PRIMARY NUMBER.—A little device in teaching, three may interest you. One used by myself was the familiar story of "Sallie and the Bears" or "Little Golden Locks." Three sticks represented alternately the three bears, their beds, chairs, and plates of soup, and after the story was told with as much emphasis as possible in the threes for busy work they drew the three plates (they said they could not make the soup) the chairs and beds, some making some remarkable bears. Another teacher had been having "Three Blind Mice."—*Texas School Journal.*

OPENING EXERCISE.—Take say ten minutes for an object lesson; either some questions you have asked the children to look up, or have some little surprise ready. Don't force anyone to take part, it makes the thing irksome; but let those who will, take the lead, while you guide their thoughts, keeping them from false impressions and from flitting about from one subject to another. At first, you may find but one or two willing to say anything, but in a few days nearly all will be eager to tell what they know. For the past week we have each morning taken two trees to find out whatever we could concerning them;

and many facts worth knowing have been brought to our notice. Often a subject will come up during the day. For instance, our attention is called to a very pretty piece of ribbon a little girl had on. We all know it is silk. I say, "Shall I tell you what I know about the way silk is made, or would you rather find out for yourselves?" The answer invariably is, "Oh, let *us* find out!" And it does one good to see the eyes sparkle, the next morning, as they greet me with "I have something to tell."

FOR INCIDENTAL TEACHING.— On the blackboard every morning, in a conspicuous place, visible to all the pupils, there should be a motto from some author. A line or two, or more, of poetry or prose, embodying a thought which in futnre years will be found in many a heart as "a well of water springing up into everlasting life." That line laboriously written by you in your copy-book on that rough-hewn desk in the long, long ago, lives in your memory still, and shall live forever. Has not the thought in that line contributed its mite, too, in leading you upward to any good you may possess? Where to get your mottoes? On the right hand and on the left; in the Bible, an inexhaustible mine; and all literature is at your disposal. No matter if your school is nearly out; begin now. In four weeks there may silently steal into those young hearts twenty thoughts freighted with infinite possibilities.— *Western School Journal.*

SOME USEFUL EXERCISES.

VICE VERSA.—Let the pupils make questions to which the following are answers and see to it that the question calls for all that is given and for no more.

1. Greece is remarkable for having been the most civilized nation of antiquity; it embraces the northern part of the Balkan Peninsula. It is a hereditary kingdom of which the legislative power is shared by the king with a single chamber of representatives, elected every four years.

2. (*a*) Sultan; (*b*) Khedive; (*c*) Emperor.

3. (*a*) Brazil; (*b*) Rio Janerio.

4. France is southeast of England, and has an area of 204,000 square miles. Its surface is hilly and mountainous in the east; the valleys of the Seine, Loire and Garonne rivers occupy the west.

Agriculture and manufacturing are the chief industries. Paris is the capital.

Switzerland lies between Germany, Austria, Italy and France. The surface is very mountainous; the scenery is the sublimest in Europe. The capital is Berne.

LANGUAGE WORK.— 1. Combine the following into simple sentences:

(*a*) He entered his own boat. He was dressed in scarlet. He held the royal standard.

(*b*) They fell at his feet. They begged his pardon. They promised obedience for the future.

(*c*) The day dawned. He saw before him an island. It was level. It was

several leagues in extent. It was covered with trees. It was like an orchard.

2. Combine into compound sentences:

(*a*) He landed. He threw himself on his knees. He kissed the earth. He returned thanks to God. He wept tears of joy.

(*b*) Unfortunately, it struck the top of the palisade. It fell back among the brave defenders. It exploded. It killed or wounded several of them. It nearly blinded others.

3. Combine into complex sentences:

(*a*) In the tropical regions the sea greatly exceeds the land in extent. Immense evaporation takes place in these regions. The ocean currents are partly the result of this evaporation.

(*b*) Hubert had been victor in the first trial of skill. He had therefore the right to shoot first. He took his aim wirh great deliberation.

4. Point out the difference in the use of the underlined words or phrases in

(*a*) He *may* go if he likes. It *may* rain to-day.

(*b*) The storming *of* the castle. The singing *of* the children.

(*c*) He endeavored *to rise again.* He sank never *to rise again.*

(*d*) It looks *good.* It looks *well.*

A Dictation Exercise.—After the exercise has been written test the pupils to see whether they have learned the facts they have been writing out.

1. Cloves are the unopened buds of a tree, native of the Spice Islands.

2. Vanilla is a flavor prepared from the pod of a climbing plant found in some hot countries.

3. Soda is made by a chemical process, from common salt.

4. Cream-of-tartar is found in a hard crust on the inside of wine casks.

5. Chocolate is made from the seeds of the cocoa tree, a native of Mexico.

6. Camphor is a gum found in crystalline particles in the wood of a laurel tree, growing in the East Indies, China and Japan.

7. Opium is the hardened juice of the white poppy, now growing in some parts of Europe, but a native of Asia.

8. Coral is made by myriads of small insects, that live in the warm waters of the ocean.

9. Pearls are found in several kinds of shell fish, especially the pearl oyster.

Exercise in Spelling.—Choose the right word. Form other sentences, using the rejected words correctly.

1. Mary (ate) (ait) (eight) an orange and a cracker for luncheon.
2. Mr. James Brown is the owner of that (bale) (bail).
3. The mouse found the cheese an attractive (bate) (bait).
4. On my journey in the summer vacation I saw a (bey) (bay) tree.
5. Annie paid one dollar a yard for the (baize) (bays).
6. Be careful, Mary. You will (break) (brake) the doll.
7. Bring the camphor, the child is (faint)! (feint)!
8. Mary did (fane) (feign) (fain) illness to avoid going to school.

OUR BOOK TABLE.

SCHOOL SUPERVISION.

SCHOOL SUPERVISION, by J. L. Pickard, LL. D. (International Education Series, Vol. XV.) D. Appleton & Co.; 175 pp.; $1.00.

Americans as yet manifest a far greater interest in matters pertaining to school supervision and management than in the problems relating to the theory and art of teaching. In supervision there has been within a few years a very interesting and important advance. To the old, red-tape, somewhat mechanical views have succeeded wiser but more complex ones, which find their justification in a better apprehension of the purpose of the schools. Whereas formerly we thought chiefly of the perfection of the machinery of education, we are coming now in all our arrangements to keep in view the nature and needs of the children to be educated. In his preface Dr. Pickard says that since his direct connection with the work of supervision as superintendent of the Chicago schools, "Twelve years have passed—years of careful review, years of discovery of error in some directions. The author deems it his privilege to acknowledge the errors discovered, and to present the truth as revealed to him by means of the clearer light of the twelve years of retrospect. It will not be difficult for those who have followed the practice of his active supervision to detect the changes in theory. The chapter on examination and promotion of pupils will reveal a greater change than any other part of the work." This Catholic view puts the book abreast of present views and practices, and makes the reader willing to submit himself to its guidance. It traces historically the rise of the systems of state, county and city superintendency in this country, and discusses the qualifications of superintendents and the relations of their work. We feel a disappointment in the chapter on county superintendency in that it is confined to a sketch of the growth of the system and a general statement of its duties. There is now a large body of men who are trying to do this work, and are anxious for wise suggestions and guidance which will aid them in it. They wish to be told by some competent persons what to do and how to do it, to substitute under guidance a definite and scientific conception of the work of supervision for the somewhat vague and uncertain one on which they now act. This the chapter fails to give them. Those relating to city superintendency are much fuller and more satisfactory. The author treats of the qualifications of the superintendent, his relations to pupils, to teachers and to parents, of gradation and the course of study, of promotions and examinations, and of the relation of the superintendent to physical training, to moral training, to government and discipline, to the board of education, and to agencies for the improvement of teaching. Dr. Pickard does not favor a rigid administration of courses of study, but thinks courses are servants to obey rather than masters to command. Flexibility in form and in administration is indipensible if they are to be really useful. Of examinations he thinks that they "appear too often as the end of school work

rather than as a means to an end." He favors a wise, cautious and considerate use of examinations as a means of promotion, and recognizes the need of great skill and wisdom in shaping the questions for this, so that they may properly test the pupils and not be mischievous in their effect upon school work. One who reads the book will come upon a large number of interesting and practical problems, the mere statement of which will convince him of the need of cautious and wise presentation of them as a guide to workers in this field; and he will learn to admire the candor, impartiality and insight of the author who guides him through them.

—AN INTRODUCTION TO THE HISTORY OF EDUCATIONAL THEORIES, by Oscar Browning, (E. L. Kellogg & Co.; 230 pp.; 50c.) remains up to date the most valuable connected view of the growth of educational theories accessible to the English student. This edition is compact and convenient in form and has some additions which facilitate its use as a text. Paragraph headings have been added in bold type, which make up a sort of analysis of the chapters, a few notes appended where needed, and a general index supplied. Besides the book has been a little extended by the addition of a chapter on Frœbel and one on the American School. This book with Quick's Essays form together, as it seems to us, the most quickening and satisfactory introduction to the study of the history of education now within easy reach of English readers.

– ELEMENTARY PSYCHOLOGY, with practical applications to Education and Conduct of Life, including an Outline of Logic, by James H. Baker, (New York, Effingham, Maynard & Co.; 232 pp.) aims especially to meet the needs of high schools and colleges. The author has attained conciseness and clearness of statement to a remarkable degree, and by the skillful arrangement of his matter, the use of headlines, and the printing of important statements in bolder type has so disposed his matter as greatly to facilitate the use of the book as a text. In fact, as a presentation of psychology after the plan of those who make it a discussion of the so-called "faculties," the book seems to us one of the most convenient school manuals we have met. What we consider its defects grow out of the plan of treatment. The analysis of mind followed is incomplete, the fundamental division is imperfect since the parts overlap each other, and the whole is therefore rather a collection of statements regarding the mind than a scientific account of it. These defects are not peculiar to this treatise, which is an excellent one of its kind, but belong rather to a time-honored plan of treating the subject which the author has followed. The introduction of logic is part of this plan, and seems to us confusing rather than helpfu

—PRACTICAL SANITARY AND ECONOMIC COOKING, adapted to persons moderate and small means, by Mrs. Mary Hinman Abel, (American Publ Health Association, Irving A. Watson, secretary, Concord, N. H.; 190 pp grew out of the offer by Mr. Henry Lamb, of Rochester, N. Y., of two prize one of $500 and one of $200, for the two best essays offered on the subject this volume. The committee not only awarded the first prize among sevent

competitors to this essay but speak in the highest terms of its practical value as a guide to cheap and wholesome cookery. The introduction gives a short and simple account of the investigations by means of which the scientific principles of diet have been ascertained. This is followed by a chapter on the kitchen and its most necessary appliances, and then the main portion of the treatise is devoted to methods of preparing foods of different kinds, and of getting up a relishable and really nourishing bill of fare with very small expense. The book is really philosophical, in that it founds it teachings upon scientific principles, and will be found suggestive and valuable even to those who know a good deal about the practical direction of the kitchen.

—DEUTSCHE LITERATURGESCHICHTE, by Carla Wenkebach, (D. C. Heath & Co.; 95 pp.; paper, 55c) contains the first of three parts, and reaches to the year 1100. The author conceives of literature as related closely to history, and deriving no small part of its interest from the character and events of the times which produced it. This is especially true of the earliest literature of a people, in which breadth of thought and perfection of form are hardly to be sought, but which may be of great significance in relation to the development of the race. This book besides the historic outlines contains illustrative selections, that the student may study the literature and not merely about the literature. It is designed for the use of advanced students in universities, colleges and German-American schools.

—ELEMENTS OF STRUCTURAL AND SYSTEMATIC BOTANY, for high schools and elementary college classes, by Douglas H. Campbell, (Ginn & Co.; 253 pp.; $1.25) differs radically from most of the botanical manuals in general use. It begins with classification, and with the lowest orders of plants, developing structure as knowledge of different plant groups is unfolded. It is not therefore an elementary book, neither does it aim to be a complete treatise of the whole science. It aims rather to meet the needs of high schools and of the elementary college classes in this branch.

—A SCHOOL ALGEBRA, by G. A. Wentworth, (Ginn & Co.; 362 pp.; $1.25) is a thorough treatise in elementary algebra. It fully meets college requirements, and follows the best known methods of presentation, making a complete preparation for advanced study of the branch. The author's name is a sufficient guarantee of the excellence of the work. We are especially pleased with the valuable matter in the introductory chapter, which establishes clearly the relation between algebra and arithmetic, and admirably states and illustrates the fundamental principals and signs of algebra, and their uses.

—METHODS OF TEACHING PATRIOTISM IN THE PUBLIC SCHOOLS, by Col. Geo. T. Balch, (D. Van Nostrand & Co., N. Y.; 109 pp.) presents portions of an address delivered before the teachers of the Children's Aid Society of the city of New York. The plan advocated is the use of the flag as a reward, a badge and a banner, with somewhat elaborate ceremonies to add to its impressiveness.

—HARMONY IN PRAISE, compiled and edited by Mills Whittlesey and A. F.

Jamieson, (D. C. Heath & Co.; 109 pp.; $1.05) offers over three hundred choice hymns, devotional rather than doctrinal, accompanied with music which has been so arranged as to obviate the necessity of straining young voices by too high a pitch. The publishers have put forth the book in convenient and durable form.

—THE FAIRYLAND OF FLOWERS, by Mara L. Pratt, (Educational Publishing Co., Boston, 154 pp. quarto, illustrated), aims to present botany in a guise attractive to young people, and, above all, to offer a flora so simple and untechnical that children can trace out the classification of common flowers in it with ease and pleasure. It consists, therefore, of an elementary botany text attractive and easy to comprehend, followed by a flora or manual. The book is very beautiful in appearance, and abundantly illustrated. A unique and valuable addition to it are the numerous poems on flowers scattered through the book, and the common legends relating to many plants, both of which help to develop an appreciative sentiment with the more formal scientific knowledge. The book deserves favorable attention from grammar grade teachers.

—MEMORIAL MEETING OF THE SYRACUSE BROWNING CLUB, (C. W. Bardeen, Syracuse, N. Y.; 94 pp.; paper,) contains eight papers presented at the memorial meeting of the Club. The subjects are: Browning's Use of History, Aid to Living from Browning, Browning as a Theologian, Browning as an Artist, Browning's Philosophy, Browning as a Dramatist, Some of Browning's Beliefs, and Notes of a Call on Mr. Browning; all suggestive and helpful to students of the poet, and indicative of the kind of work which the best of such clubs are doing—and very good work it is.

—Late circulars of the Bureau of Education at Washington are, No. I, 1890, THE HISTORY OF FEDERAL AND STATE AID TO HIGHER EDUCATION IN THE UNITED STATES, by Frank W. Blackmar; No. 2, 1890, ENGLISH-ESKIMO AND ESKIMO-ENGLISH VOCABULARIES, compiled by Ensign Roger Wells, U. S. N., and Interpreter John W. Kelly, and preceded by Ethnographical Memoranda concerning the Arctic Eskimos in Alaska and Siberia; and No. 3, 1890, HISTORY OF EDUCATION IN ALABAMA, 1702–1889, by Willis G. Clark.

—THE EVOLUTION OF DODD needs no introduction to our readers. Those who have not read it should secure it as soon as possible. It is the best story we know of for young teachers. Rand, McNally & Co. issue it in their "Globe Library."

LITERARY ITEMS.

—To their series of German Texts D. C. Heath & Co. will soon add *Selections from Heine's Poems*, edited with introduction and notes by Horatio S. White. The selections will include several from his later and posthumous poems.

—Macy's *Our Government* met with so ready a sale that a new edition, carefully revised with the experience of the class room in view, is promised soon by the publishers, Ginn & Co. They will also add *Plato's Gorgios*, edited by Gonzalez Lodge, to their series of Greek Authors.

—At the time of General Fremont's death he was engaged upon the manuscript of a paper for *The Century's* forthcoming series on the California Gold Hunters. It was to be entitled "Finding Paths to California," and was not only to deal with the several exploring expeditions, but to narrate the writer's intimate connection with the events which led to the conquest and occupation of the territory. The work will be promptly continued by Mrs. Fremont. A first draft of the article has been made, and the subject had been so recently and closely discussed by General and Mrs. Fremont that she will have no trouble in completing the manuscript, for which she had already written an introduction, as well as a supplement describing her life at Monterey in 1849. A fine portrait of General Fremont from a daguerreotype of '49 or '50 will appear in the September number of *The Century*, along with portraits of Commodores Sloat and Stockton, "Duke" Gwin, and Governor Burnett, in an article giving account of "How California Came into the Union."

—One of the most admirable wood engravings which has appeared in our magazines of late is the full page cut accompanying Wordsworth's sonnet, "The world is too much with us," in *Harper's Magazine* for August. It is a most skillful rendering of the effects of moonlight upon the water and the cliffs. The illustrations of the article on Street Life in India are also very fine. Edward Everett Hale's paper on Magellan and the Pacific tells a romantic and picturesque story; and Theodore Child's Impressions of Berlin is an admirable travel sketch. Port Tarascon is as quaint as ever and finely illustrated, and the short stories and miscellany are excellent.

—Common Sense Applied to the Tariff Question is the title of two important papers by Mr. Edward Atkinson, on the revision of the tariff, which will appear in the August and September numbers of *The Popular Science Monthly*. Mr. Atkinson regards the laying of duties and excises as a business matter, and his first article is full of business considerations which he maintains should govern the direction that tariff-reform is to take. Centers of Ideation in the Brain, Missions and Mission Indians of California, Thunder Storms, The Uses of Animal Color, are other interesting articles.

—In the treatment of current educational questions the *Atlantic Monthly* has of late been especially suggestive and vigorous. In the August number Prof. Shaler, under the title "The Use and Limits of Academic Culture," shows the way in which he thinks the college might be brought into closer touch with the aims of the ordinary student who is preparing himself to gain a living. Mr. Frothingham's paper on Some Aspects of Psychological Research, and Mr. Lodge's on International Copyright will attract thoughtful readers; while the serials, the poetry and the reviews, maintain the high standard of the monthly.

—*Scribner's* for August is a "fiction number" and a very delightful one. Besides the stories we note the admirable sketch of The Paris of the Three Musketeers, How Stanley Wrote his Book, the Point of View papers, and Aldrich's striking poem, The Sisters' Tragedy.

—*The Arena* has departed in several ways from the review traditions which hold most publications of the same kind, but in no way more significant than by the publication, in the July number, of a vigorous and philosophical drama. "Under the Wheel" deals with the struggle of a workman and his wife with hard conditions; it puts in concrete form the protest of labor against the artificial constraints

which narrow the possibilities of life for the laborer. But the problem is only one side of the drama, which, on the other, is an artistic representation of life; and the use of this literary form in a monthly publication is new departure which it is to be hoped is indicative of a new development. Like other monthlies of its class it now finds place for brief discussions of current themes under the caption "Notes on Living Problems."

—*Wide Awake* succeeds in getting very bright and delightful stories, in which the August number is especially rich. But it is not all stories, and the boys and girls who read it will gather useful knowledge from it every month. D. Lothrop & Co., Boston.

NEWS AND NOTES.

—State examination for teachers' certificates at Madison, August 12–16.

—The South Western Wisconsin Teachers' Association holds its next meeting at Madison, August 27–28.

—We understand that a promising movement is under way for the organization of a North Western Wisconsin Teachers' Association.

—Forty institutes are provided for this fall in the state list, the first of which begins August 4, and the last September 22. The great majority fall in the weeks beginning August 11, 18 and 25. They are all of one week duration except those in Ozaukee and Marquette counties, which last two weeks, and the two in Columbia county, which divide a week between them. Twenty-two persons besides the regular conductors are employed in them, and all but five have two conductors.

—The enrollment at the Wisconsin Summer School for Teachers, held at the State University, had reached one hundred and thirty-one at the opening of the third week of the session. Of these twenty-three are from other states, and twenty-seven have attended the school in former years.

—We have learned of summer schools held in this state this year at the following points: At Pepin, Prin. D. E. Cameron and Supt. Jennie M. Goodrich conductors; at Rock Elm, Prin. Harrison Lowater; at Cassville, Principals E. R. Johnson, C. A. Harper, and C. R. Showalter; at West Bend, Principals P. T. Nelson and D. T. Keeley; at Milwaukee, Principals John Ulrich and C. A. Kriesel; at Ellsworth, Principals Taylor, Frye and George Peterson; at Rochester, Principals A. E. Schaub and M. H. Jackson; at Mondovi, Prin. A. M. Locker; at Black River Falls, Miss Margaret Conklin, from the Milwaukee Normal School, and Miss Webster; at Knapp, Prin. John N. Foster; at Menomonie, Prin. R. B. Dudgeon and Supt. H. W. Reed; at Augusta, Principals L. W. Wood and T. H. Logue; at Baldwin, Principals Bowman, R. B. Hazard, and Brainard. The list is a long one but we are not sure that it includes all the summer schools in Wisconsin.

—The following changes of schoo principals for the coming year have come to our notice: J. A. Eakin goes from Brodhead to Wausau, and F. E. McGovern succeeds him at Brodhead; B. C. Parkinson becomes principal at New Lisbon; A. J. Hancock becomes

principal and superintendent at Green Bay; O. H. Ecke becomes principal of the high school at Appleton and I. N. Stewart superintendent of schools; E. S. Stevens, from Minnesota, takes the high school at Arcadia; James A. Tomey, at Boscobel, succeeds Mr. E. R. Johnson, who expects to take a post graduate course at Johns Hopkins; D. K. Tone takes the school at Cambridge; Geo. E. Cabanis goes to Darlington; W. J. Pollock assumes charge of a ward school in Milwaukee, and is succeeded at Kenosha by Frank Cleary; G. W. Paulus is head of the schools at Centralia; G. W. Bliss has charge of one the ward schools at Ripon; L. E. Gettle goes to Evansville, and is succeeded at Edgerton by Mr. Jack, a recent graduate from Beloit; F. W. Cooley becomes superintendent at Janesville, and the schools at Stevens Point will be directed by H. A. Simonds; George S. Parker will direct the schools at Chippewa Falls. Of the graduates this year from the University not mentioned in the above list H. G. Parkinson takes the place of first assistant at Fond du Lac; W. F. Robinson becomes assistant in the McMynn Academy at Racine; T. L. Harrington accepts a place in the St. Francis Academy; F. Q. Drake becomes principal at Clear Lake, Iowa; A. J. Olson goes to Argyle; Margaret Potter becomes science teacher in the La Crosse high school; Cora B. Parker goes to Ashland; Frances Kleinpell to Stoughton, and Zilpha Vernon to Evansville; L. S. Keeley assumes charge of the high school at Mayville, and the former principal, J. H. Martin, goes to Viroqua; Prin. Rood goes from Eagle to Washburn, which place J. T. Edwards leaves to take charge of the Elkhorn school; Mr. Sultman becomes principal at Medford; J. E. Hoyt goes from Columbus to the high school at Antigo.

—At the State Normal Schools this summer seventy-four diplomas were granted to those who had finished the full course, as follows: at Platteville, 29; at Whitewater, 7; at Oshkosh, 8; at River Falls, 8; at Milwaukee, 22. Sixty-five certificates were granted to students who had completed the elementary course: at Platteville, 3; Whitewater, 22; Oshkosh, 24; River Falls, 16.

—The meeting of the Board of Regents of Normal Schools this summer developed little except routine business. Provision was made for the preparation of a chemical laboratory at Whitewater, and the rule of the Board regarding the absence of teachers on account of sickness was modified so as to cut off the salary of a teacher who is sick and away from work for more than four weeks.

—The attendance from Wisconsin at the National Educational Association was not so large as was anticipated. The enrollment at headquarters reached only 420. Considering the proximity of the gathering this is a small representation. It is safe to say, however, that the attendance was much larger than this, as a great many neglected to enroll, and stopped with friends or at private houses so that no record could be made of their presence. The northwestern part of the state ought to have furnished a large quota, and we believe it did.

—O. E. Wells, formerly superintendent of Waupaca county, and more recently principal of the Sixth ward school in Appleton, has become proprietor and editor of the Kaukauna *Sun*. Mr. Wells has done efficient service in the cause of education, and the teachers who have known him will wish him success in his new field of work.

—The Alma high school graduated

eight this summer—six girls and two boys; at Galesville five girls completed the high school course; at Beaver Dam four boys and thirteen girls graduated; at Reedsburg the class consisted of seven boys and one girl; at Monroe diplomas were given to ten boys and eight girls; at Waterloo eight graduated, seven of whom were girls; at Juneau thirteen, nine of whom were girls; at Fond du Lac from a class of sixteen ten were girls; the name of one boy appears in the graduating class of five at Antigo; four, all girls, finished the course at Hillsborough; eight of the eleven at Jefferson were girls; and in the class of thirteen at Dodgville there were four boys.

—The new List of Books for Public School Libraries of the State of Wisconsin, issued by the State Superintendent is a pamphlet of seventy pages. Very considerable additions have been made to the former lists, the descriptions of books increased, and the titles classified not only for school grades but also by departments of literature, as history, biography, science and natural history, travel and geography, and so on. It is a very valusble guide to the best literature for children, and teachers and school officers who receive it should make its value known to parents, and keep it where it can be easily consulted. Above all they should use it themselves.

—Albion Academy now publishes a monthly, *The Albion Campus*, which most creditably represents the interests of the institution, if we may judge from the first number.

—James W. Queen & Co., of Philadelphia, offer a prize of one hundred dollars for the best essay on Faber's lead and colored pencils sent them before November first by any attendant at any educational institution in the United States; a prize of twenty-five dollars for the best drawing with Faber's Siberian pencils show value of their qualities; another of same value for drawing with polygrade pencils; and ten dollars for the best drawing made by a child under 14 with Faber's wax crayons.

—"The National League for the Protection of American Institutions," incorporated in New York December 24, 1889, contains among its members such men as Wm. Allen Butler, Dorman B. Eaton, Stephen A. Walker, Cephas Brainerd, and others, and has for its object to secure constitutional and legislative safeguards for the protection of the common school system and other American institutions. It is endeavoring to secure the following amendment to the National constitution: "No State shall pass any law respecting an establishment of religion, or prohibiting the free exercise thereof, or use its property or credit, or any money raised by taxation; or authorize either to be used, for the purpose of founding, maintaining or aiding, by appropriation, payment for services, expenses, or otherwise, any church, religious denomination or religious society, or any institution, society, or undertaking which is wholly, or in part, under sectarian or ecclesiastical control."

—The very attractive circular of the Hillside Home School shows a flourishing institution with nine teachers and fifty-two pupils. The situation of the school is delightful, and its advantages are appreciated by an increasing number of patrons.

—Supt. Sheridan urges upon the school officers of Jefferson county the importance of the library law, and bears witness to its excellent effects in the nine towns of the county where it has been carried out. He urges the

employment of the best teachers and deprecates frequent changes.

—At Antigo a substantial modern high school building has been recently erected at a cost of $20,000. The catalogue of the schools shows that fifteen teachers are employed, two of whom are in the high school department and eight in the primaries.

—The new catalogue of the Dodgville schools shows an enrollment of five hundred and fifty-one in all departments, and a corps of eight teachers. An interesting feature of the high school enrollment is the large number from out of town, 40 in 108.

—The city of Cumberland in this state issues a neat illustrated pamphlet setting forth its attractions as a summer resort for hunting, fishing, sailing, and so on.

—Supt. Burnell issues a circular to school officers in Juneau county containing suggestions in regard to the construction of school houses. Every indication that more thoughtful attention is being given to this matter is welcome.

—The National League for the Protection of American Institutions is circulating a protest and petitions against the provisions of appropriations for contingent expenses of the Indian department which practically is for increased appropriations for secretarian instruction.

—Prof. Upham has somewhat against the proof reader. Despite appearances to the contrary he maintains that he is not writing a treatise on natural history for the JOURNAL, and that he should not be held responsible for the affirmation, printed over his name in our last issue, that "the width of the 'rabbit' is determined by the fence." In short he is inclined to the opinion rather that the width of the fence is determined—or should be—by the "rabbit," but is not disposed to insist on the point, as the whole matter is out of his province. He is not writing about a small burrowing animal, but about a cut upon the edge of a board to fit it to another board, and this he prefers to have spelled "rabbet." We are willing that he should have his way.

—The Normal school established in connection with DePaun University, Indiana, the only one in this country thus connected, has been abolished on the ground that it did not properly belong to a university.

—The attention of our readers is directed to the advertisement of the Elm St. Printing Co., which appears in this issue. It is an old and reliable house, and well equipped for that class of printing for schools and colleges.

ON SHORT NOTICE.

During the months of August and September, there will be many vacancies that must be filled on "short notice." The "rush" has already begun. We daily receive letters and telegrams, asking us to nominate candidates for given vacancies. If not yet located, let us hear from you. Address,

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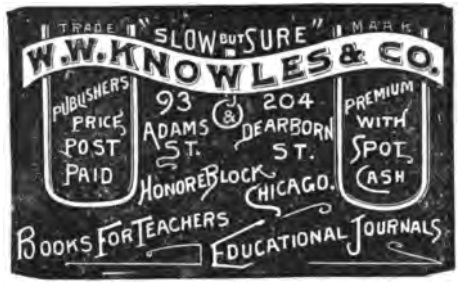

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WISCONSIN

Journal of Education.

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THE CULTURE WHICH THE COMMON SCHOOL GIVES.

We who are engaged in educational work delight to deal in generalities, and flying from the particular, our philosophy is apt to become tainted with idealism. The child is to be the beneficiary of the clarified product of our discussions, and it is proper he should be a factor in the problem whose result is the manhood of which the child is the promise. But too often the principle is followed and the child forgotten. Ask the artisan what the finished product of his initiated work is to be and he can answer you with precision. Ask the teacher what his work is designed to accomplish, and he will at once take refuge in the haven of generality. The stock answer is "a good citizen." But this is a very indefinite person. The protectionist thinks the free-trader a very bad citizen, and the free-trader repays the debt in the coin of opinion at a liberal rate of interest.

And yet the object of education should be as definite as the purpose the workman has in mind, nay, more, its accomplishment should be as certain. The means employed should shape the child to the mold of manhood as certainly as does the artist's chisel produce the outward form. The common schools have no contract to raise good citizens, further than good citizenship is an attribute and incident of good manhood. To forget the child in the search for the citizen is to put beyond our reach the thing sought. You may float the starry banner from every house top and let its folds grace the rooms of every home, but its influence is less potent than the knowledge which makes it the emblem of power and justice.

If we deal with the child with reference to his own future in matters which affect him individually, our efforts will be directed by intelligent purpose, because when the object to be attained is definite, the means employed will have pertinence to that end. If we create the material from which society is formed the proper adjustment is inevitable. We have no concern with the state except in so far as it may profit by the quality of the product we furnish. But the interests of the state are best conserved by being wholly subordinated to the claims of the child. We build the child that he may command his own future, trusting to intelligent self-interest to dictate his course with reference to the public affairs in which it is presumed he will take part. We give our attention exclusively to developing the particular thing, man, and thereby best serve the general thing, society. The child's future is his own property, — the kingdom in which he wields the scepter of manhood, the promised land in which his aspirations are to be realized. We must cultivate him for his own needs.

If we can agree on limitations which will bring our work within the realm of practicality without prejudicing those interests which many deem paramount to the individual, we get the benefit of concentrated effort and lose nothing in scope. If the prize is equal the mark at closest range is the one at which we should direct our shaft. Man in his relation to society is a complex being,— too complex for the common school to attempt his evolution unless through the intermediary stage of man with capacities developed for his own good. There is nothing selfish or narrow in this view. Man never rises above human nature except through its aid. Generosity is selfishness purified, and public spirit has its source in personal enterprise. Respect for law, order, purity has its root in self-respect; no one loves his neighbor who does not love himself. The man who knows his own rights and "knowing, dare maintain," is least likely to disregard the rights of others. Those who are competent to take care of themselves make the best citizens, and no one may be safely trusted with public interests who neglects his personal affairs.

If we consider the function of the school, then, to be to strengthe the individual for his own good, we have purpose and means in clo proximity, and the danger of waste is reduced to a minimum. W teach those subjects which are intrinsically valuable in a business sens and in such a manner as to enlarge the powers of the person taugh

First, knowledge; second, discipline; that is, the purpose is bent toward securing knowledge of present and prospective value, and in doing so discipline is not only a part of the process, but constitutes an important result. If the proper steps are taken to acquire the knowledge, the effort made is discipline, but the object for which the child reaches is knowledge. It is confidence, not chance, which guides the hand when the object sought is near. This may seem like supererogatory reasoning, and so should I myself regard it did I not know that this co-ordinate quality of knowledge and discipline, the former only being within the child's conception, is not recognized in many of our schools, and it is due to this fact that so many failures are recorded. Let me illustrate:

When the child has learned to recognize words at sight, he has his vocabulary in a new form. The lessons which he reads have in them matter, which, for the purposes of education, may be called knowledge; that is, the child reads to get the thought through the medium of these words. It is his incentive to the desired intellectual activity. If he does get the thought he is undergoing a regimen of discipline through which he acquires the power of actual knowledge-getting from the printed page. There is no intrinsic value in what he reads, but the interesting story supplies the motive for intellectual effort. Following the facts and connecting them into a continuous whole, give the discipline, and the recital of the story in his own words is the proof. But too often the teacher defeats the object of the recitation by failing to realize that discipline comes through the child's effort to get the facts and translate them into his own ideas. The test of questioning to determine whether the substance has been grasped and thus ascertain whether the mind has been actively recipient, has either not been applied at all, or in such manner as to make the pupil rely upon the teacher to glean the thought from his perfunctory utterance. The trouble in such cases is that the teacher expects some general result and fails to see that discipline comes in reaching for knowledge within the range of the child's capacity.

The substance of what the child in the middle form reads has but little value aside from the labor of getting it. It is a sort of sweetmeat knowledge, the task of which gives him appetite to trace the relation between words and ideas. There is discipline to the child in collecting the toothsome facts; there is mental dyspepsia in feeding them to him. The evil consequences of his false teaching are sensibly felt when the child reaches that stage of progress in which he is to gather available

knowledge from what he reads. The bad recitation in grammar is not always because the pupil "has not studied his lesson." It had its origin in the faulty teaching of the second reader, when the habit to look for thought in words should have originated. And that second reader must be taught in fact, if not in form, before the child will have the ability to study grammar. You can omit nothing in the mental growth of the child without wholly checking his progress. There are no leaps in the path through which the mind travels to maturity. Every inch must be covered with the toiling foot; every deficiency must be made good, or we wander in the jungle of obscurity. It is our past which makes our present and shapes our future.

Our error, in this respect, can be readily traced to ignoring the particular in our anxiety for the general result. Our eyes are fixed on the dim future, when we should be regarding the conditions which beset our present. Let us see whether the final result is not attained with more certainty by being wholly ignored, apparently, when tributary results are not yet realized.

The common school sends from its portals a boy approaching the threshold of manhood, with knowledge sufficient to meet all ordinary requirements and with character strengthened by wholesome discipline. There are three stages in the order of his development: First, teaching him the language of sight; second, teaching him how to use that language so as to be able to gather knowledge with it; third, training him to gather knowledge by means of it. Each has a definite end which at once becomes an instrument of use in the higher plane to which the child has raised himself. There is nothing complex in this philosophy of the common school, if we deal with the parts which make up the trinity and unite in one. If the distinctive feature of the method of any one invade the territory of the other, there is confusion. But there is a merging of qualities on the confines which will perplex unless the purpose of each is clearly comprehended. They are not parallel forces the resultant of which is the educated boy. Each carries its own burden and transfers it to the new. It is a succession of related forces. In teaching the child, each stage must be treated as having within itself "all the promise and potency" of completeness. Having thus by division circumscribed the field of labor, we are prepared to give attention to matters which are subsidiary but which yield immediate returns. In solving a problem we obtain the final result by treating the interme-

diate steps, for the time, as ends in themselves. The temporary end becomes a means toward attaining what is desired. In teaching, the object pursued is that nearest the child and the relevancy of purpose makes the recitation an end which, when accomplished, is immediately transformed into a means with tendency toward the final result. When we analyze the problem of education and outline a course of procedure in harmony with the conditions, we find the first step in the operation to be the recitation. It is the thing nearest to the child and is designed to meet his immediate wants. It is apparent that if it is improperly performed, through misconception of its purpose or lack of tact in the teacher, the whole solution is seriously thrown out of joint, and there is a patching up of omissions and an expunging of errors which destroy the symmetry of the work and break its continuity. The problem is not difficult of solution if analysis precedes operation. The different stages of development and the preparatory character of the first two being understood, the attention may be directed mainly to the recitation. Thus we get labor and its results in such close relation that responsibility must be felt and cannot be avoided without an admission of neglect. When a long time intervenes between the seed-time and the harvest, the weather is made responsible for a great deal of bad husbandry.

Fortunately for the cause of education, that masterpiece of theory and practical vagary, of making the common schools a feeder of the higher institutions of learning, has been abandoned. What I mean is, there is no longer an attempt made to divert the course of training from its legitimate and beneficent purpose of educating the common people, to being a recruiting agency for colleges. The common school works for those who must fight life's battles unaided; it is the college of the poor, and does battle with ignorance in its strongholds. It is the missionary of intelligence seeking converts to the doctrine it preaches even in squalid homes where neglect almost shuts out the light of reason. It is no far-off Mecca toward which the devotee hurries his eager steps. It comes to the unwilling and leads him to the light; to the despondent and gives him hope; to the weak and gives him strength; and to all it gives the courage to meet difficulties and the discipline to overcome them. It should not be made to bend the knee of homage to any one. In grandeur of unselfish purpose and achievements, it o'ertops them all, and the proudest may well bow with reverence to the common school.

But in doing its own work the common school best serves the college.

I have attempted to show that we must simplify the work and have the object to be attained center in the child's immediate wants to make the teaching effective. Otherwise effort is dissipated through want of fixity of direction. There is no knowledge where there is no understanding, and there can be no discipline gained unless through seeking knowledge. If the ordinary teacher does not keep in mind the concrete thought of ministering to the child's needs as he perceives them in the living entity before him, the law of oppositeness fails to direct and the work degenerates into groping. What is the higher institution of learning to do with the callow mind untrained to think to any purpose? whose wavering thought has cropped the herbage of facts "with charter broad as the wind?" Let me make a statement which depends neither upon information or personal knowledge, and comes to me solely as a conclusion of my premises: The normal schools experience more difficulty with new arrivals in their inability to think closely, connectedly and determinately, than from their lack of equipment in dormant facts, and if the honest judgment of the teachers was spoken, it would be to the effect that they would rather accept a student deficient in so-called knowledge, but with a habit inwoven in his character of doing well what he attempts, than one who "remembers a mass of things but nothing distinctly."

If we would educate we cannot omit from our calculations the culture of the common school. It directs the primal steps in systematic knowledge-getting. It brings the desultory thought of the child under the guidance of intelligent purpose, and teaches him that thought is not complete when not productive, and labor without intelligence is largely wasted. It is in the school-room the child is first confronted with the serious aspect of duty under limitation of time and specific performance. His future is largely dependent upon the courage and fidelity with which he obeys her edicts. He forms character through the medium of habit. It is no veneer; it is the woof woven into the warp of nature and makes "the child the father of the man." What preparation for the future can promise better results than doing the simple duties of the present, particularly in the "morn and liquid dew of youth" when the root of habit strikes deep in the plastic mold? To do well the lesson of to-day in the line of specified activity or forbearance is to direct the energies to the task which conscience assigns, and thereby secure the increment whose sum is character. In youth there is more

culture in labor or abstention, when a sense of duty goes with the act, and intellectual culture is suiting the means to the end to be attained. The solution of a problem in arithmetic has, in miniature, all the features of the most difficult question with which the most mature mind must grapple in practical life. A certain thing is to be accomplished with certain material at command. The mind maps out the course for the mechanical labor which is to follow. The child who laboriously seeks to bring the separated subject and predicate into sensible contiguity, is not only learning to interpret the involved thought of Milton, but unconsciously acquiring the power of pentetrating sophistry and finding truth though hidden in a well. Even the despised art of penmanship has a value beyond the legible transcription of thought; it trains the hand to do with neatness and precision what the mind conceives. There is not a common school branch which, when taught properly, is not an element of culture.

If we consider moral development, can common sense — well called the genius of humanity — suggest anything better calculated to strengthen moral fiber than doing conscientiously the duties of the present? I do not choose to touch upon forbidden subjects, though the disposition is strong under provocation to which the pretentious, self-constituted guardians of "true" morality would yield, to draw comparisons and exhibit contrasts which would be by no means to the disadvantage of the public school as a moral agent. The discipline to which the child is subjected in the common school is rational. He has a motive for activity, a reason for restraint; and his impulse is taught to yield to the bidding of conviction. The searching questions of the recitation put the stamp of meanness upon neglect of duty and make pretended knowledge assume its real shape — an acted lie. The acquiescence in rules demanding self-restraint from a sense of present obligation to the little community — the school—induces the habit in adult life of "rendering to Cæsar the things which be Cæsar's and to God the things which be God's." There is moral sluggishness where there is intellectual or physical indolence. It is the manner of performing the duties of the present which touches the life of the child whether for good or evil. His moral nature must be strengthened by his own acts, which must be in response to his own volition. Hence he must have motive, and the demands of the present are more likely to arouse this than any beckoning from a misty vision of the future. The school which enforces

its rules through the sentiment of its pupils is educating men and women to honor life and be worthy of heaven. The boy who is held responsible to himself for himself, may not be more exemplary in his outside conduct than one who is held accountable to outside authority, but the good he does has its source in himself, and the fountain is deepened and broadened by every bad impulse checked, or good one indulged. I have always thought that the country boy has a decided advantage over his city cousin in the chores which fall to his lot. Through them he learns early in life the necessity of doing the duty of the hour—something of an education in itself.

Though we may picture the ideal school in which the discipline conduces to practical morality and intellectual strength, there may be some doubt as to our ability to realize it. That the common school fails to reach perfection is no reason why we should abandon effort to approximate it. No one argues that Christianity is a failure because it has not yet introduced the millennium. While the common school by no means reaches the limits of its possibilities, the measure of its efficiency is constantly on the increase. We must understand its functions and realize its partially latent capacities before we can get it in the path of continuous progress and retain each year the advancement of preceding years. We must have a body of principles in harmony with a body of facts. Method is of but little value unless it is the manner in which conviction acts. There can be no method where there is no purpose. The course of instruction for country schools does not speak its full meaning to him who has not referred its provisions to the philosophy of mental development, and by this I do not mean the philosophy learned from books, but a sympathetic understanding of the child's wants. There is no teacher greater than our own past; there is no system of pedagogy equal to those backward flights of the mind to the paradise of childhood, whence we were driven by growing years and life's troubles. If we were privileged to return, could we not, with the knowledge which years have brought, give a surer trend toward manhood to the acts of that period? And can we not, in a measure, place ourself beside this later child, a child with him, and lead him to that higher plane of which true manhood is the summit?

John Nagle.

MANITOWOC, WIS.

STUDY OF THE ENGLISH LANGUAGE.

We have, indeed, entered upon a new era of literary investigation. The departure of the old and the entrance of the new has been marked by the interest awakened in the study of English. In former years the great mass of our pupils have been too ignorant of and unable to appreciate the grand simplicity and the classical richness of their mother tongue, on account of the lack of acquaintance with the works of our best writers. Our "vigorous English" has never been anything but dull to them. Its "varying music" has been to them but discordant sounds. Unfortunate, indeed, has been their lot! Yet I intend by no means to blame unjustly our faithful educators, who, by years of toil and experiment, have endeavored to bring about the change that was so much needed. Nor have their efforts been fruitless. The bread that they have cast upon the waters has returned after many days.

The tendency of education to-day is toward the practical. In the study of language as well as of science, the motto of the educated world to-day is—"Little Theory and Much Practice." We hail the day with rejoicing! Yet how slow has been the revolution in the study of English!

Almost a thousand years have passed since Alfred declared that English should be taught to the people of his country. Yet a thousand years have been insufficient to impress upon the English people the claims of their mother tongue. The blame of this neglect must largely be laid to the methods of thought and work in the college, as well as in preparatory schools. We have for all these centuries been laboring under the mistaken idea that English could be used and appreciated without any attention to its study. As a result we find our English of to day polluted with solecisms and slang phrases.

Another great impediment that has long been in the way of a more extended knowledge of our great writers has been that until recently their works have not been accessible on account of high prices and inconvenient form. Now these difficulties have been overcome, and no one can bring forward as a plea, why he does not read, that he can obtain no suitable and pleasing edition not beyond his means.

It is only recently that English has been considered the essential element in the successful pursuit of all study. We are but just opening our eyes to the fact that a thorough knowledge of one's own language

is of inestimable value to him in *any* and *every* department of life. Important and undeniable are the claims of the English language for the first rank in our educational system. For we are told that "English is the sole literature of ninety-nine hundredths of our people, and the best literature of the other hundredth." Even with no other consideration, this, together with the fact that the study of language is necessary for mental training, ought to be a sufficient reason why English should occupy the most important place in our system of education. That the study of the English language is necessary for mental development can not be denied, when we recall the fact that a knowledge of English serves as a foundation for all other study. For the great mass of English speaking people the English offers the only practicable linguistic training.

While recognizing the great importance of this training in our own language, we are led to ask ourselves the question, "Why, then, should it be neglected?" "Why do so many of our most able teachers shrink from the task?" Doubtless the great reason is the absence of some efficient method in the teaching of English. Our schools have long been burdened with a great deal of useless grammatical drill and parrot-like recitals of inflections and rules, that of necessity weary both teacher and pupil. But, fortunately for all, there are methods being brought before us to-day which will, if properly presented, enable the pupil to use his language with grammatical correctness and some degree of ease.

The best teaching is, no doubt, that which well combines precept and example. At this the educational world of to-day is aiming. The pupil is to have laid down before him but few principles. Specimens of classic English are brought before him, the excellence of which he tests by applying the principles which he has learned. Along with the mental grasp of principles comes the unconscious development of a critical literary taste. With comparatively little effort he acquires ease of expression and breadth of thought as well as a taste for the best reading.

This work in the study of our language should be progressive from the primaries up. The work in our high schools is often very much crippled by lack of care in lower grades. We are obliged to content ourselves in the study of literature with merely an "introduction to the best authors," instead of spending our time in careful thought and ap-

preciation of them. The child in the primary has the concrete and known object before him and calls it *chair* and *dog*. Soon with his varied acquisition of words and things and with a power to think on their relations he comes to the more advanced form of work. He has become master of a working vocabulary, and has begun in the natural way the study of language as a medium of thought. He is now ready for further attainment, if it be in harmony with his previous study.

In the intermediate and grammar grades his intelligence is called into play. Memory is now secondary and *reason* is of prime importance. He must now *think*. The pupil is no longer studying words as words, but as the expression of thought. At this point we find very strong proof of the mental training from the study of English,—by logical analysis employed in the solution of constructions. In inflectional languages constructions are largely determined by distinctive endings, but in English this must be told by the logical relation of a word to the context. Few principles are necessary in the explanation of the method of analysis. The less the better. Far better than having the pupil apply the principles to selected sentences as exercises in analysis, let him base his language work upon some selection taken perhaps from his supplementary reader. The sense of a difficult passage becomes clear when its parts are seen in their true relation to one another. Far different is the result after *parsing* a boy through Pilgrim's Progress,—it awakens no interest, is far from being understood. But by logical analysis he sees the sentence development,—through the phrase, clause, sentence, paragraph, and chapter and he enjoys and appreciates a standard selection of English prose and poetry. Of course, great care must be exercised in making the work not a drudgery. Its purpose is for it to be beneficial and not detrimental to the pupil.

A word about the study of poetry and particularly of metre. Metre has been thought to be too difficult for young pupils. It is, rather, especially adapted to this period of school life. The child has a natural ear for metre and rhythm. He will read a couplet from Mother Goose far better than after having lost the music of the verse, he attempts to read from Shakspeare. Attention not given to metre and rhythm in early life is often the cause of its not being mastered and appreciated in later life.

It would be unnecessary in this now too long paper to speak of the much needed revolution brought about in the teaching of English

composition. We have learned by sad experience not to try to get out of a boy's mind what is not in his mind. We have ceased being guilty of the absurdity of requiring the pupil to write upon such an abstract subject as *Heroism*, when it would have been far more heroic for him to have written a narration based upon his own observation and experience. We have come to realize that the secret of composition writing is the pupils' interest in his subject. He deems it a delight to tell of Rip Van Winkle's domestic infelicity, and of his mysterious absence of twenty years, and to follow Evangeline as she journeys from her home to a strange land. This exercise, besides aiding his power of expression, leads him to become acquainted with our best authors.

All language study should aim at a thorough acquaintance with the English, so that it may be used correctly and easily. The contact with the works of our best authors, especially the American, should be such that the pupil may have a desire awakened within him to read more and more extensively. In these days of our National Library Series, Riverside Literary Series, and Modern Classics we cannot plead poverty as the reason why our pupils cannot be supplied with the best literature. In an age when so much trashy literature is in circulation, and when newspaper English is almost the only class of literature the average citizen reads, there is great need that we direct our pupils to a purer and more effective style.

"Our first and highest aim in the study of English," says Supt. Hall "should be to induce our pupils to read good books and to guide them into interesting and profitable courses of reading." It is largely our fault if the pupil of the grammar grade has entered the high school without a love for the author of "Mosses from an Old Manse," Legend of Sleepy Hollow, Snow Bound, and Miles Standish. After having enabled the pupils to read and enjoy the works of our best authors, then it is ours to help them examine more closely the style of composition and expression of the author. This will lead them not only to better appreciation and understanding of the author, but also to the improvement of his own mode of expression. Nor does our task end here. We must cultivate in the pupils the habit of the investigation of topics hinted or suggested in the text. This opens up to them History, Biography and Geography, and is the means of great interest and profit.

Thus the task of the teacher of English in our American schools is by all means of vital importance. It embraces at once—language,

composition, rhetoric and literature. Yet if we perform our work faithfully and well, good results *must* follow. In our endeavor to make English hold the foremost place in our courses of study let us take for our encouragement the words of Emerson: "Cause and effect, means and ends, *seed* and *fruit*, cannot be severed."

Flora L. Lawson.

BARABOO, WIS., July 31, 1890.

TWENTY WEEKS IN MANUAL TRAINING.

LESSON V. Object of the lesson: To teach the sharpening of tools.

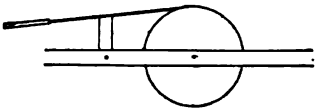
One of the greatest problems met in the matter of shop work is in regard to the sharpening of tools. A twenty weeks' course in manual training amounts to only about a week of actual shop work. No apprentice would be taught during that time to sharpen tools or even to touch the grind-stone except to turn it. Yet this is an important part of the work, for without sharp tools not even the skilled workman can do good work. The best way seems to be to have all the tools well sharpened at the beginning by a skilled mechanic, and gradually let the pupils try their hands at the simple ones, as narrow chisels, as they become dull. The pupil must be taught the theory of the cutting tool—the wedge, and he should be shown the angle at which different kinds of tools are to be sharpened. If they are well sharpened at first, of course he will see how they ought to be. The difference between the proper edge of a razor or scalpel and a wood working tool, as a knife, must be shown, i. e. the former has a straight bevel or even concave, and the latter is first ground straight and then rubbed on the oil stone to make a short bevel, thus:

RAZOR.

KNIFE.

If the knife were sharpened like the razor it would run right into the wood and also the edge would turn over. In holding the chisel upon the grindstone most people desire a guide to keep the bevel at the same angle. For first-class work the chisel is held rigidly in a clamp which allows it to be moved from side to side across the face of the stone but

not back and forth. Ordinary shops are not fitted with grindstones having such attachments, and then it is customary to have a rest for the chisel, which is held from moving backward by resting the fingers which hold it against the front of the rest.

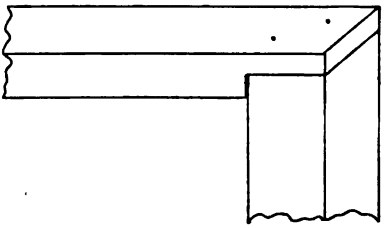


In using the oil-stone care should be taken not to rock the chisel, not to make a bevel on the flat side. Written directions are not of much use for sharpening saws. The saw must be held in clamps and care taken to hold the file so that the bevel will be the same as before. A flat file should be drawn along the points of the teeth to "dress" them before beginning and the saw must be set with a good instrument. Bits are sharpened by filing on the inside of the various cutting parts. Twist drills are ground on their ends.

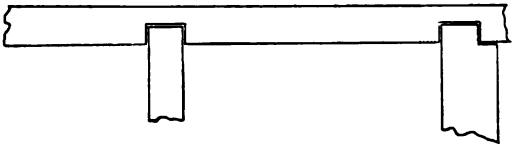
LESSON VI. Object of the lesson: To teach the kinds of joints, their uses and properties.

Before starting the pupil off on the real work of making joints it seems a good plan to have a general lesson on the different kinds of joints. The simplest way of joining two pieces like the two sides of a frame is to saw off the ends of both pieces square and hold them together with nails, the lower surface of one piece being put across the end of the other. This makes such a poor joint that it is generally modified by what is called a "half" joint. To make this the pieces must be of the same thickness and one half the thickness of each piece removed. The two ends thus cut are fitted together and held with a nail, a screw or with glue.

Modifications of the half joint are the lap joint in which a part of one piece only is cut away and the end of the other fits up into the rabbet thus made.



Such a joint is often used at the corner of a box or in building frame houses. A grooved joint is another form sometimes used to fit the bottom of a box or drawer, often modified by cutting away a part of the piece inserted, when it is called a dado joint.



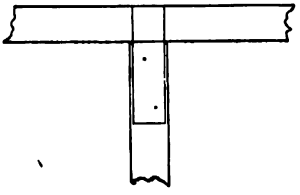
GROOVED. DADO.

The mortise joint is too familiar to need description. Among the varieties are the "apex," "closed" and "blind," directions for the making of which will be given farther on. The pupil should be shown when these various kinds are used and also the double mortise. The dovetail joint in its various modification, though now generally made by machinery, is a useful joint for practice, and has a good many applications in fitting parts of machinery and apparatus together.

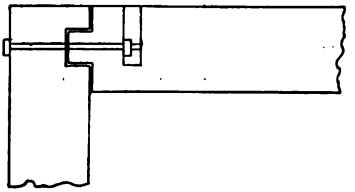
LESSON VII. Object of the lesson: To teach the various ways of fastening things together.

The use of nails has previously been shown. This may be followed by instruction in the use of screws, kind to use, where and how they are inserted. In soft woods screws may be "driven" without boring but in hard wood great care and skill is necessary to have the holes of just the right size, not too large to allow the screw to lose its hold, and not too small to cause the wood to split. The use of glue should be shown, how to prepare, and use, the preparation of the wood, and clamping of the parts together while the glue dries.

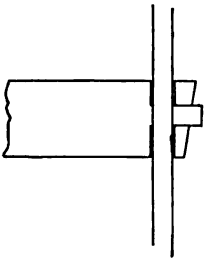
Small parts of apparatus are frequently nicely fastened together by a thin narrow strip of brass or iron held in place with small screws or wire nails.



Parts of machines are held together with bolts extending transversely in one piece and longitudinally in the other, thus:



This kind of fastening is applicable in such things as the frames of an air pump, or other frames on which wheels are mounted. The tenon of a mortise and tenon joint is frequently extended beyond the mortise, and a slot cut, into which a wedge is inserted. Such a joint as this is now much used in the "knock-down" bookcase and other furniture, and wherever the protruding end is not objectionable it is a strong way of fastening. This joint makes a fine test exercise for the pupil.



[TO BE CONTINUED.]

Arthur A. Upham.

WHITEWATER, WIS.

THEORY AND PRACTICE.

ENGLISH DYING AT THE ROOTS.

It is still more surprising to find English decaying in New England, where, for Americans, its roots are presumed to be deepest in a pu soil, within whose boundaries the first fertile American literature w born and flourished, and from whose schools and academies have co so many of the best spirits whose scholarship, taste and dignity ha helped to refine and stimulate the West. Even in the New Englar

schools English is dying, and to die there means death at the roots. The *Herald* of Boston, animated by a worthy desire to promote the cultivation of our national language, offered prizes amounting to $1000 for the best essays showing knowledge of English literature and propriety in the employment of English. The competitions were active. Nearly every town in the little group of states sought to be included in it. The judges had an enormous task. The papers were numerous. New England is rich in high schools—preparatory institutions that send youth to Harvard, Yale, Williams, Princeton, Cornell; it boasts many famous academies, and hundreds sought the prizes.

Commenting upon the results of the contest and the character of the contest and the character of the essays the Boston Herald says: "As it is fair to assume that those who entered into the competition were among the best equipped of the now graduated classes of our New England preparatory schools, the obvious conclusion is that there is a vast field for improvement in this department of school work." The great mass of the manuscripts were notable chiefly for inaccurate spelling, false syntax and lack of precision in the use of words. Many writers showed a slovenliness of construction that disclosed, not only their total lack of knowledge of grammar, but also that this lack had developed in them chronic mental slouchiness. They had not acquired the art of thinking clearly, having failed to acquire the art of using English correctly. If bad English were the sole result of the neglect of English grammar, the consequence would be deplorable. But slovenliness of grammar is bound to be accompanied by slouchiness of thought.

It is painful to find English thus dying at the roots. The hills, the vales, the fields, the streams that gave us the literature of the New Englanders, that constitutes our highest claim to the respect of the old Englanders and of the world, ought not suffer the language of Hawthorne, Longfellow, Whittier, Holmes and Lowell to wither. Wither it must if its grammar be not taught in the common schools, taught so thoroughly that every child shall know bad English intuitively from good English, and despise the former while he cherishes the latter. It is folly to declaim against "technical" grammar. The very term "technical" is applied to it in mischievous and ignorant derision. In a country where immigration has planted the seeds of almost every tongue spoken in the century; in whose common schools the illiterate

of every race are commingled; where slang is the weed that grows incessantly, without serious resistance. Shall we wonder if bad English become almost universal if it be not taught through its grammar? There is not a technical English grammar and one that is not technical. There is only one English grammar; it is easily acquired if ably taught. Many of its terms are difficult at first of comprehension, being somewhat metaphysical; but any intelligent and persistent teacher can master English grammar with little effort, and if devoted to his or her calling, will soon make students master it also.

John Adams was asked by Timothy Pickering why so young a man as Thomas Jefferson was placed at the head of the committee to prepare the Declaration of Independence. Adams replied: "Writings of his were handed about remarkable for pecuilar felicity of expression." Adams, who was second on the committee, was himself requested by Jefferson to make the first draft. He declined, saying to the Virginian, "You write ten times better than I can." Had Jefferson held concerning English grammar the opinion unfortunately enforced by so many American schoolmasters, an immortality the most enviable after Washington's could not have been his.—*Chicago Herald.*

CURTAILMENT OF THE HARVARD COURSE.

The change proposed in the course at Harvard College by President Eliot permits the undergraduate to obtain hereafter the degree of Bachelor of Arts, after passing in sixteen courses, an amount of work that he estimates can be accomplished by the average student in three years. The proposal, as we learn, has met with the approval of the faculty, and now, in order to be adopted, it needs only the sanction of the board of overseers.

The ground on which the change is advocated is that the average age for graduation, which is now a trifle less than 23, is too advanced for those who purpose entering a professional or business career; is too advanced, in short, for all who must depend solely on their own exertion for a livelihood. It has long been evident that some change shortenin the time of preparation for entering upon the actual work of profes sional or business life must come, from the very fact that life is too shor for the requirements of the present courses of study. At the age whe the student ought to be forming the valuable connections of life, he is

according to the present arrangement, compelled to enter upon a course of special professional training. The result of this arrangement of our college and high school courses has been that men who take a practical view of life no longer send their sons to college, but look about for an opportunity where they can pursue special lines of study for one, or two, or even three years before entering upon the actual work of life. Wise men lament over the decline of culture, and sermons are preached against the lust of mammon, but still the fact becomes every decade more evident that the proportion of college-bred men in our country is growing perceptibly less. Twenty-five years ago students entered college at the average age of about 16. Everett, Motley, and Bancroft entered at 13, Lowell at 16, Webster at 15, Whitney at 14. It will, of course, be urged that the requirements for admission have been very considerably advanced since these men entered college. It may also be urged that they are picked men; but it does not follow because they are picked men, that they were precocious men; they represented about the average age.

The strongest sticklers for the integrity of the old college curriculum must admit the need of a change. But is it not feasible to accomplish the desired result without reducing the demands at present required for a Harvard degree of Bachelor of Arts? Is there anything in the present requisites for admission to the freshman class at Harvard College which an intelligent boy ought not to accomplish at 16? Is it not the case that too much time is spent in preparing boys for college; and is it not here that the reform should begin, rather than in lessening the quantum for admisson? The fact is that the multiplicity of work imposed upon our high schools renders the adequate preparation of boys for Harvard College in them a very difficult task,—a task that is imperfectly performed, if we take our best fitting schools as the standard; and even then to the detriment of the mass of pupils who do not intend to enter college. It would be much better for the students, and much cheaper for town or cities, if boys must be prepared for college in our high schools, for the town or city to pay the expenses of such students as desire to prepare for college, at some good fitting school. The work can be done there more expeditiously and thoroughly, without at the same time interfering with legitimate high school work. At present some of our high schools seem to be run purposely to fit a few boys imperfectly for college. Such work is actually diverting our high

schools from what should be their legitimate aim,—a thorough training in the academic studies, in which English composition, English literature and history should hold prominent places. At present it is no uncommon occurrence to find students in our high schools in every stage of preparation for college, who are utterly unable to write a page of respectable English, who are ignorant of the elements of book-keeping, English literature, and English history. I am not casting blame on high school teachers. I mean to assert simply that the thorough performance of their work, so far as it relates to the preparation of students for college, is almost next to an impossibility with the limited assistance most towns can afford to give, or think they can afford to give; while the same energy and ability, if devoted to ordinary high school work instead of being diverted to the college class, would go far towards removing the stigma that now rests upon high schools, and restoring them to their legitimate place as an indispensable part of our common school system.

If President Eliot had simply proposed to afford industrious and clever students the opportunity of obtaining the degree of Bachelor of Arts in three years instead of four on the condition that they should do all the work now exacted for a degree, the change would seem feasible and one that would be welcome to students who have prepared at our best fitting schools. To such a change neither alumni, faculty, nor overseers could reasonably object. But the reduction of the requisites now demanded for a degree seems a step backwards, and one that Harvard, with all her prestige, can ill afford to make. Thus far President Eliot's efforts have been signally successful in increasing the significance of a degree, *i. e.*, in making a Harvard diploma mean materially more than it did twenty years ago. The mooted change, if sanctioned by the board of overseers, will make it mean considerably less.

The change, I repeat, should be made, if anywhere, in the preparatory schools. The work of preparing for college should be assigned to special schools, which, of course, must be well equipped for the purpose, and then, I submit, there is nothing in the present requirements for admission that should overtax the powers of an intelligent and a hard-working boy of sixteen or seventeen years of age. Then the requisites for graduation might be so modified as not to demand a four years' residence, but to permit well fitted and capable students to complete the course in three, or in even two years, still preserving intact the present

significance of the diploma. Such changes are sanctioned by the usages of universities in other countries, some of which demand no residence at all for a degree, and yet the diplomas are none the less valued; they would also be in the direct line of the present management, for it has long been possible at Harvard to graduate in three years by entering the freshman class. Now the principle might be extended so as to permit any or all undergraduates who enter in the freshman year, to win the diploma in three years by convincing the college faculty that they had done the four years' work, that is, by passing in the eighteen courses now demanded.—*N. E. Journal of Education.*

CHILDREN'S COLLECTIONS.

Miss Sara E. Wiltse, who has been for several years a systematic observer of childhood, has lately sent to the writer, along with a mass of other valuable but as yet undigested material, the answers of 227 Boston schoolboys of fifteen and sixteen years of age, to a short set of questions about their collections. Of this number only nineteen had never made collections they deemed worth reporting. One hundred and forty-four reported collections of two kinds of objects; ninety-five of three kind; twenty-eight of four kinds, and a few of five and more kinds. Stamps were most frequently collected; then followed in order of frequency, coins; marbles, sometimes to the number of several thousand; advertising or business cards; pictures; stones, ores, minerals, and sometimes even bits of brick and chalk; woods, leaves or flowers; insects, eggs, shells; scrap-books of all sorts (generally funny-stories), imprints of the die of local postoffices, riddles, autographs; buttons, nut-galls, birds'-nests, smooth or colored stones, and even toadstools, peachstones, lists of names, tools and many other things. Of the three most common collections, that of marbles nearly always comes first, and begins, on the average, very soon after the beginning of public school life, and lasts from three to six years. The passion for stamps comes later, and coins later yet; the average interval between the latter, as well as their duration, cannot be inferred from the data. These collections have been made quite independently of school work, and, so far as can be inferred from the writing, spelling and syntax of the written returns, the brightest boys have made most collections, and in each of

these respects the nineteen boys who have no collections to report are below the average, though by no means always the worst.

Several observers have sent in returns from school-girls of equal age to similar questions, but as yet the returns are too few and too imperfect to have much statistical value. It appears, however, that the passion for collections is less strong in girls, and the objects most often collected are different. Little girls often collect bows from adults, keeping tally on bits of paper, and older girls collect flowers, cloth and paper patterns, bric-a-brac, keepsakes, etc., as well as in many cases making the same collections as the boys. It is evident that more data are wanted for both sexes before the effect of age, temperament, locality, conditions of life, sex, etc., can be determined, and it is to be hoped that teachers or superintendents who have superior facilities will address themselves to further studies of this important topic.

It seems already plain, however, that this instinct is a strong and almost universal force in human nature, which the school should study and use more than it does. It is one of the chief juvenile expressions of the instinct on which the induction and specialization of natural science rests. Museums of all sorts and sizes, literary collections, and even the gathering of the above data about this instinct rest upon it. In fact, almost any and every interest may prompt collections, and be made the nucleus of scientific culture sometimes for the very boys who get least from the ordinary school. There might easily be in most country towns, if not in each school building, small working collections, made largely by the children themselves, illustrating local geology, woods, plants, birds and animals, mounted or put up in the most educational way, and, with a few pictured books, made the basis of general or class exercises. This, we believe, may at least be suggestive in solving the great question how more and better natural science may be taught in schools of the lower grades. Teachers of literature, also, even in lower grammar-school grades, have induced their pupils to gather from many sources, by scrap-books and otherwise, literary specimens which especially interested them, and thus, as it were, to make individu reading-books—their own in a sense which is of great education significance.

But if data like the above show the force, they do not suggest th danger attending this passion, viz.: that it degenerates toward th blind mania for collecting objects (*Sammeltrieb*) seen in certain form

of mental disease, and even in some species of animals. Our returns show scores of boys who collect stamps or coins with very little of the knowledge of the geography and history needful to give a rational interest to their collections; who gather blindly and mechanically large numbers of eggs with no knowledge of the species, or merely the tails of birds or squirrels, with not only no knowledge of their characteristics or manner of mounting, but without even the most common hunter's knowledge of their habits. When we reflect how much might be taught incidentally by the rapid way of suggestion, if given while these interests were at their hottest, and put tactfully, perhaps in the form of directions for improving collections already begun, we can realize how considerable is the educational loss.

And yet correctives are not so easily made effective as would at first seem. Collections do not always imply the knowledge or even the high degree of mental curiosity they are wont to suggest. Museum values and scientific values are often divergent, and may be almost opposite. Much might be written of the cases in which undue haste to catalogue or to collect had robbed objects of scientific work. How often, again, do we see in our laboratories even advanced students making and mounting histologic sections day after day, to get good collections of slides, in a thoughtless and mechanical way, or even in original research repeating observations and enlarging protocols without so carrying everything in mind that each product is subject to the highest degree of scrutiny it is capable of as they go along, and thus lose time under the illusion that they are doing real scientific work. It is such hard work to think, and there are so many proxies and simulacra of thought that deceive even well-trained men — it is so much easier to get ready to think as the miser hoards in order to get ready to live — that the way of true science is indeed straight and narrow.

All this, nevertheless, does not make us for a moment doubt that this is an educable instinct, and that it has head enough, wherever it is wisely turned on to school mechanism, to quicken especially all those elements of school work that are associated with Comenius, Locke, objects-lessons and science-teaching. It is not ready-made, purchased, but individual collections, with the sense of personal ownership on the part of those who made them in no wise relaxed, but used in a way to make the school-house interesting, because reflecting at the same time the local characteristics and local pride, that we need. How each of

the above kinds of collections and others can be best utilized in or by the school, is a problem which only the experience of the practical teacher can solve; and when it and the other unfinished questions above suggested are determined, it will make, if we are not mistaken, a valuable as well as for the most part a new chapter in pedagogy.— *The Nation.*

EDITORIAL.

WE learned recently of a city school system in this state which required twelve years' work below the high school. And the most advanced high schools in the state, as those of Milwaukee and La Crosse, require but eight. Is such a twelve years' scheme then anything less than a means of wasting time and dulling intellects?.....SUMMER months are *not* sacred to idleness, and school-teachers are *not* less capable of continuous work than persons in other callings. This the rise of summer schools shows. They seem to be the most vigorous form in which the voluntary system of education still lives on despite the extension of free education by the state.....'WHAT is the Wisconsin Teachers' Association? I never heard of that before," said a teacher attending one of the institutes. What is it, sure enough? Shall we blame the unknowing or the unknown for such ignorance? In either case would a little more correlation of interests in educational matters, and a little more *esprit du corps*, be amiss in Wisconsin?.....PRESIDENT Canfield says the plan of sectioning the National Educational Association is under discussion. If we have sectional meetings, shall we lose the general gathering? Is there room for both? If not, is not the bringing together of leaders from all parts of the country really the most valuable form of gathering? The matter needs careful consideration and full discussion before any change is attempted.....WHAT are our teachers doing for the library law? It is gaining ground in the state because the county superintendents and the state department are laboring to make the law effective. But they ought to have the hearty support of the school teachers, who should know the provisions of the law, and try to get their pupils and patrons interested in securing for themselves its advantages.....THE yearly scramble for places in the schools—the educational puss-puss-in-the-corner game—appears to have been as eager as ever this summer. The causes of it are doubtless very complex—partly in the teachers and partly in the conditions of their work: but not the first step towards a better condition a reform in that legislation whi makes all teachers hold their places by a merely annual tenure? Does not th law create a condition of unstable equilibrium, which precipitates the yearl scramble?.....THE effort of certain newspapers to trade upon the schoo teachers, by offering a prize of some sort to the one who receives the large vote (of subscribers to the paper, of course,) has deservedly met with sever

condemnation. Are there not other ways of trapping subscribers which deserve reprobation? Is it legitimate for educational papers to trade upon all sorts of weaknesses as a means of extending their subscription lists?

IN the admirable paper by Superintendent Nagle, which we print in this issue, he says: "The substance of what the child in the middle form reads has but little value aside from the labor of getting it. It is a sort of sweetmeat knowledge, the taste of which gives him appetite to trace the relation between words and ideas." We are entirely in sympathy with the thought which the writer is seeking to enforce, and do not question that his statement of facts is correct; but it is so made as to leave the impression that the present condition is a wise and necessary one. This we venture to question. The reading fed to the child in middle form is commonly mere sweetmeats, but it ought not to be. There is great waste in having it so, because it might, without losing anything of its relish minister valuable material for his mental growth. It ought to interest him, and would fail of its true purpose if it did not; but it might also instruct him, and if it were truly adapted to this end, our teachers would not so often make the serious mistake they do of having the child read to read, instead of having him read to get. Does he need stories? Certainly, but there are tales which are wrought into the whole fabric of literature so that to know them is a preparation for the understanding of literature, and he ought to read such. The tales from Homer, from Greek and Roman mythology, from Shakespeare, and many from Grimm and from the Arabian nights, are of this character. Certain fables ought to be familiar to every child. There are tales from history, which are full of charm and interest, and which will form points of attachment for subsequent more extended readings. There are tales of travel and adventure which open the world to him, and make him an intelligent student of geography. There are sketches of animal and plant life, which are full of inspiration and will help to make him observant and intelligent. There are choice tales and lyrics in verse which will be a delight to him as long as he lives, and will refine him and give him a sense for better literature. All this and more *might* be placed before the middle form pupil, and if we feed him mere sweetmeats, which have "little value aside from the labor of getting it," that only goes to show how imperfect our thought for him has been, and how much we need to revise and improve it.

TEACHERS ought to discriminate more carefully than they do between methods and devices. A method is a way of accomplishing a purpose, and it embraces therefore a distinct comprehension of the purpose in view and of the relation of the way proposed to its attainment. There are general principles of methods which ought to be understood, aud there are specific principles which relate to the character and value of each of the branches of instruction, and develop the general line of procedure best adapted to secure the right results. But devices are specific. They say here is a plan which you may find interesting to your class; or, you may adopt such a device for variety; or, worst of all, they detail

a series of questions to be put and answers to be secured. The devices have value. Rightly used they serve to give variety and freshness to the applications of method. They are of temporary importance, however, good when new, but to be superseded when they have become tedious. A right method is always right, and includes under it as details a shifting variety of devices. It is unfortunate that so many teachers are grasping eagerly after devices, because, finding them ready made in the educational journals, and applying them mechanically, the devices often prevent them from ever coming at methods. They fail to see clearly the purposes which ought to be secured, and so to give unity, directness and efficiency to their teaching. Some, through the use of devices which they get from others or from the journals, come at length to see the purposes which they are designed to secure, and so at length arrive at methods; but more go on in a routine fashion, doing as they have learned, and not seeing or trying to see the reasons and relations of their work. To them devices are but means of escape from thinking for themselves. Thus even good devices do them no good, and produce little good fruit through their unintelligent use of them. When will it be generally recognized that teaching is an intellectual calling?

MECHANICAL training in English met a severe check in the experiment of the *Boston Herald*, elsewhere referred to in this number of the JOURNAL. The obnoxious prize craze, just now the fad with newspapers and of course with a portion of the public, has developed one good thing—the *Herald's* prize for English composition. It was competitive among pupils of the leading preparatory schools of New England, and the prize was a college course with all reasonable expenses paid by the newspaper. Of the results the *Herald* says: "The end was almost absolute disappointment. The faults were greater than of mere immaturity. There is a painful constraint, a self-consciousness, almost invariably present. There is an effect of insincerity, an inability or disinclination to write out real thought, that gives to the whole a wearisome and perfunctory appearance." This is wholesome and helpful criticism. It reveals the precise characteristics which ought to be expected from prevalent mechanical methods of training. All the conditions surrounding ordinary composition work in the schools tend to develop "constraint" and "self-consciousness." A school composition is very rarely the expression of a pupil's thought in his own way, because he writes not what he wants to but what he must, and with a constant consciousness that it is to be criticized by rules. Shakespeare himself would hardly be equal to freedom and naturalness under such conditions. When we shall have learned the value of spontaneousness, and that the first condition of good writing is to have something to say and an impulse to say it effectively if possible, we shall surround the writing of English in the schools with appropriate conditions, and may reasonably expect that vital child thought will flower into natural and effective child writing. "Insincerity" is inherent in prevalent conditions; "real thought" is not promoted by them—has nothing to do with composition writing as the ordinary pupil knows it; a "perfunctory appearance"

pertains to the product as a manifestation of its real nature. Negatively such processes may do some good, by teaching to avoid certain formal errors; but until more vital plans are adopted, our pupils who learn to write effectively will have to acquire their knowledge out of the school-room.

WHAT strides have been made within a generation in the development of higher education in this country is shown by the conditions prevailing at Harvard College, which have led to the recent change in the requirements for a degree from the undergraduate departments. Thirty years ago it was necessary to insist upon the rule arbitrarily excluding from admission candidates under sixteen years of age. It was felt that many of the students applying for admission were too young, and that not a few graduated too early. Now the difficulty is precisely the reverse — students cannot graduate young enough. They average nearly nineteen at entering and twenty-three at graduation. The pressure at Harvard against present arrangements appears to have come chiefly from the medical school, which requires three years of study for a degree, and seeks to secure four. But it is clearly too much to ask that men wishing to enter the profession defer beginning practical work until they are twenty-seven or eight years of age. An urgent demand therefore manifests itself that the college course be shortened. President Eliot at first sought to escape the necessity by urging that elementary instruction should be shortened and enriched, and he showed that American boys are two years behind those of France and Germany in their preparation for college. A reform of this kind, however, must come about slowly, and the pressure for relief is so urgent that the college has been obliged to meet it partially by providing that exceptionally bright students may complete their course in three years. That practice prevails at Johns Hopkins and at some Canadian colleges. In our own University the adjustment has taken another form — in the development in the undergraduate department of the scientific course preparatory to medicine and of the civic-historic course preparatory to law, so that practically the first year of professional work is accomplished before graduation. But how has the change from the old to the new conditions come about? It is estimated that the present conditions of admission to Harvard require a full year of study more than did those of thirty years ago. It seems certain also that in the more rigid administration of the entrance examinations, and the effort of the preparatory schools to meet them, another year still must have been added to the preparation. The college course has been greatly enriched within the period, and the courses in the professional schools extended to three and four years. Thus there has been expansion along the whole line of education, and the present demand for readjustment comes out of it. That it will become general seems inevitable; and that it will react upon elementary education, in the direction of shortening and enriching school courses, seems equally certain. High school principals and city superintendents ought therefore now to study the problem how best this change can be effected.

OUR DRAWER.

STUDENTS IN THE WISCONSIN SUMMER SCHOOL.

Amy, Alice J.,	Baraboo	Intermediate, Baraboo.
Anderson, Anna M.,	Stoughton	Assistant Principal, Stoughton.
Barber, Grace A.,	Baraboo	District No. 4, Sumter.
Barber, Mary A.,	Sparta	Never taught.
Barker, Frank W.,	Florence	Principal, Florence.
Bartlett, J. Henry,	Philadelphia, Pa.	Superintendent Friends' School.
Bennet, Nellie S.,	Dodgeville	Assistant High School, Dodgeville.
Berger, Victor L.,	Milwaukee	District School No. VIII.
Bernhard, Adolph,	Milwaukee	Mathematics, Nat'l German Amer. Teachers' Seminary.
Blood, Emma B.,	Elo	Grammar, Florence.
Bodenstein, Fredrica,	Madison	Grammar, Madison.
Bonfoey, Jennie,	Milwaukee	7th Grade, Milwaukee.
Boothroyd, Mary,	Edgerton	Albion Academy, Normal Dep't.
Bosworth, Inez,	Minneapolis, Minn.	Primary Department, Minneapolis.
Bradford, Mrs. Mary D.,	Kenosha	Assistant High School.
Brewer, Charles J.,	Ellsworth	Principal, Ellsworth.
Brown, S. Edith,	Madison	Student, University of Wisconsin.
Burnham, Daniel F.,	Waupaca	Principal Palmyra Graded School.
Burton, Fannie J.,	Reedsville	Principal Grammar School, Colby.
Cary, Kate E.,	Racine	Assistant, Grammar, Racine.
Chamberlain, Marie T.,	Waupaca	Grammar Department, Waupaca
Champer, Margaret M.,	Madison	Second Primary, Madison.
Christman, Kate L.,	Minneapolis, Minn.	Primary, Minneapolis.
Clark, Henry Fitch,	Baltimore, Md.	Student, Johns Hopkins University.
Cocroft, Susie,	Madison	State Superintendent's Office.
Constance, Meta M.,	Waupaca	Primary Grade, Waupaca.
Cox, Marian E.,	St. Louis, Mo	Chemistry, Manual Training.
Coyne, Mary,	Madison	Grammar, Eau Claire.
Dassler, Albert W.,	Kiel	Principal High School, Kiel.
Densmore, Hiram D.,	Beloit	Professor Botany, Beloit College.
Dietrich, George E.,	Avoca	Principal High School, Linden.
Dignan, Katherine,	Milwaukee	Assistant Ninth District School.
Dockery, Francis W.,	Whitewater	Student, University of Wisconsin.
Dodson, Mary E.,	Berlin	Never taught.
Dougherty, Mary E.,	Grand Rapids	Prin. Ward School, Stevens Point.
Edington, Margaret S.,	Milwaukee	Mathematics, Milwaukee High School.
Edwards, John T.,	Washburn	Principal, Elkhorn.
Elkinton, Charles H.,	Oakfield	Principal Oakfield High School.
Feeney, Kate H.,	Madison	First Primary, Madison.
Finn, Albert C.,	Madison	Student, University of Wisconsin.
Flemming, Lucinda J.,	Middleton	Will not teach next year; formerly Grammar Grade.
Fletcher, Albert H.,	Knapp	Principal High School, East Troy.
Freehoff, Joe,	Sigel	Student, University of Wisconsin.
Gardner, Emma J.,	Milwaukee	First Assistant, 12th District School.
Garriety, Annie M.,	Superior	Primary, Superior.
Glennon, Anna,	Baraboo	District School, Sumter.
Hart, John C.,	Berlin	Principal Grammar, Berlin.
Gray, Elizabeth,	Milton	Will not teach.
Hæssler, Luise,	Milwaukee	German, 12th Dist. School, Milwaukee
Harper, Carrie A.,	Madison	Second Primary, Madison.
Harris, Agnes,	Milbank, So. Dak.	Ass't Prin. High School, Milbank.
Hatch, Josephine,	Big Spring	Student, University of Wisconsin.
Hatherell, Rosalia A.,	Janesville	Normal School, River Falls.

Hemmenway, Willard R.,	La Crosse.....	Ass't Prin. High School, La Crosse.
Hensel, Hiram,	Arcadia.....	Assistant Principal, Arcadia.
Hodge, Willard A.,	Marshall.....	Principal High School, Marshall.
Hughes, Kittie J.,	Madison.....	
Jegi, John I.,	Blair.....	Principal Graded School, Blair.
Johns, Mattie S.,	Dodgeville.....	Assistant High School, Dodgeville.
Johnson, Caroline S.,	Waukesha.....	Carroll College Academy.
Kahlenberg, Louis,	Two Rivers.....	Student, University of Wisconsin.
King, Harriet G.,	Oak Park, Ill.....	Assistant High School, Oak Park.
King, Lilla,	Whitewater.....	Science, High School, Whitewater.
Krall, George W.,	St. Louis, Mo.....	Manual Training School, St. Louis.
Kroncke, Clara,	Madison.....	Teacher of German, Chicago.
Lakin, Mildred,	Milwaukee.....	Assistant High School, Milwaukee.
Leslie, George L.,	LuVerne, Minn....	Superintendent of Schools, LuVerne.
Lincoln, Azariah T.,	Montfort.....	Principal, Independence.
Lowell, Franklin A.,	Waupaca.....	Superintendeut of Schools, Waupaca.
Lowell, Mrs. Mary,	Waupaca.....	
Martin, John H.,	Oregon.....	Superintendent of Schools, Viroqua.
Mayers, Maggie,	Madison.....	Principal Sixth Ward, Madison.
McConville, Hannah C.,	La Crosse.....	Fifth Grade, 6th District, La Crosse.
McConochie, Hubert,	Cambria.....	Student, University of Wisconsin.
McCurdy, Charles W.,	Winona, Minn.....	Science, Winona High School.
McGovern, Frank E.,	Madison.....	Principal, Brodhead.
McGovern, Mary,	Madison.....	Principal 2d Ward, Madison.
McKenzie, May L.,	Waupaca.....	Intermediate, Bergen, N. Y.
McKinley, Alonzo,	Manawa.....	Principal Little Wolf High School.
McMillan, Jennie,	Madison.....	Principal 5th Ward, Madison.
McMillen, Harlow,	Avoca.....	Principal, Avoca.
McMinn, Amelia,	Chicago, Ill.....	Hillside Home School, Wisconsin.
Meisnest, Fred. W.,	Montello.....	Principal Montello High School.
Merrill, Hattibel,	Milwaukee.....	? High School, Milwaukee
Meyer, Balthasar H.,	Port Washington ..	Prin. High School, Port Washington.
Miller, Ida,	Watertown.....	Seventh Grade, Watertown.
Morris, Margaret,	Wyoming, Ohio....	Assistant High School, Wyoming.
Morrison, William L.,	Mauston.....	Principal High School, Mauston.
Nelson, Annette,	Madison.....	Sixth Grade, Milwaukee.
Nye, Charles H.,	Platteville.....	Normal School.
O'Connell, John,	Montello.....	Sup't of Schools, Tomahawk.
Parmelee, Anna,	Polo, Ill.....	Assistant, High School, Sterling, Ill.
Petersen, Mary K.,	Racine.....	First Grade, 6th District, Milwaukee.
Plapp, Fred. W.,	Dubuque, Iowa....	Ass't Prin. High School, Dubuque.
Potter, Margaret I.,	Watertown.....	Assistant, High School, La Crosse.
Promberger, William,	Milwaukee.....	Ass't 12th Dist. School, Milwaukee.
Rich, Margery E.,	Waupaca.....	Ass't Prin. High School, Waupaca.
Rindlaub, John H.,	Platteville.....	Student, University of Wisconsin.
Rogers, Cornelia,	Whitewater.....	Normal School.
Rothschild, Ella,	Lancaster.....	Grammar Department, Muscoda.
Rouse, J. Dewey,	Springfield.....	Principal, Galesville.
Savage, William J.,	Camanche, Iowa...	Principal, Camanche.
Sanborn, Florence,	Stevens Point.....	Assistant, High School, Stevens Point
Saveland, Pauline,	Milwaukee.....	Mathematics, High School, Mil.
Schlabach, Carl E.,	DeWitt, Iowa.....	Principal Schools, DeWitt.
Schlegel, Katherine,	Stevens Point.....	Assistant, High School, Stevens Point
Schmidt, Edward W.,	Northfield, Minn...	Lutheran College, Classics, Red Wing
Schrœder, Charlotte H.,	Kenosha.....	Seventh and Eighth Grades, Kenosha.
Sherman, Lillie J.,	Dodgeville.....	Second Intermediate, Dodgeville.
Silliman, Mary L.,	Lake Mills.....	District School, Farmington.
Snyder, Ella E.	Madison.....	Kindergarten, Delavan.
Spafford, Jessie I.,	Rockford, Ill.....	Math. and Phys., Rockford Seminary
Sullivan, Annie M.,	Racine.....	Third and Fourth Grades, Racine.

Sullivan, Mertie E.,	Independence.....	Prin. High School, South Stillwater.
Sylvester, Charles H.,	Whitewater.....	Principal High School, Whitewater.
Temple, Mrs. Frances A.	Austin, Ill.....	Assistant, High School, Austin.
Terry, Howard L.,	Lake Mills	Principal High School, Lake Mills.
Terry, Milton E.,	Lake Mills	Will not teach.
Tone, David K.,	Madison	Principal High School, Cambridge.
Torphy, Mary A.,	Barneveld	Principal Graded School, Barneveld.
Tovell, Augusta,	St. Louis, Mo	Normal School, St. Louis.
Trainor, Elizabeth E.,	Ottawa, Ill.....	Principal Shablona School, Ottawa.
Uglow, Clara W.,	Palmyra	Grammar, Whitewater.
Voss, Pauline I.,	Watertown.....	Language, High School, Watertown.
Waldo, Jennie E.,	Rockford, Ill	Assistant, Rockford High School.
Walker, Elmer W.,	Black Earth.....	Principal, Black Earth.
Watson, Fred J.,	Chicago, Ill.....	Science, N. W. Div. H. S., Chicago.
Weinzirl, John C.,	Eau Galle.....	Student.
Wieman, Emma,	Necedah	No position.
Wieman, Mary M.,	Madison	Student, University of Wisconsin.
Wise, Jennie L.,	Madison	Primary, Stoughton.
Wright, Jennie,	Milwaukee	No position.

FROM ABROAD.

BERLIN. The statistical year-book of the city of Berlin contained the following interesting item: The 25 people's libraries under the management of the city authorities lent books (during 1877–88) to the number of 341,072 volumes. The classification of the people who frequented the libraries is unique and highly interesting, namely, civil officers 8.6 per cent., teachers 7.5 per cent., students in school 19.4 per cent., merchants and artists 14.2 per cent., trades people and artisans 20.4 per cent., day laborers 5.5 per cent., soldiers 0.3 per cent., women 24.1 per cent. In regard to the character of the books the following classification is equally interesting:

	Volumes on Shelf.	*Volumes Used.*
Encyclopedias and Miscellany	2,001	5,434
Theology and Edifying Books	1,342	762
Ancient Classics	1,799	2,147
German National Literature	53,206	235,942
Foreign Literature	9,233	42,331
Philology and Pedagogy	948	1,569
Science of Language	489	1,099
Philosophy	776	919
History of Art	1,417	1,638
Politics	2,068	956
History	12,910	13,338
Biographies	3,852	4,039
Geography and Travel	7,525	11,679
Mathematics	396	800
Natural Sciences	8,139	7,685
Technology	2,838	2,964
Juvenile Books	930	7,770

Beside these people's libraries the city has four more, namely, the library of the city council with 30,000 volumes, of which 4,819 were used during the year mentioned; second, the library of the statistical office with 5,116 volumes; third, the school museum with 9,200 books, of which 4,953 were lent to teachers during the year; fourth, the library of the provincial museum with 3,041 volumes.

ANSWERS TO PROBLEMS.

1. In the problem cited by A. S. in the August JOURNAL, the face of the policy, $89325, is the base; and since this sum is 4½ per cent. of itself greater than the value of the property, the "right solution" is as follows:

$89325 × (1.00 — .04½) = $85305.375. Ans.

Proof: $85305.375 ÷ (1.00 — .04½) = $89325.

The author's answer, $85478.47, may be obtained by treating the face of the policy as the amount, and the value of property as the base, but this is certainly wrong.

H. J. B.

2. Since $89325 is both base and premium, divide it by $1.04½ to obtain the value of the property, = $85478.47.

S. W.

3. "What is the error?" Surely it must be a simple one. The relation of the square miles to the acres in the extract from Drake's *History of Middlesex* is so strangely out of joint that it is not enough to point out the error; we wish to know how it has arisen. I suspect that it may be traced to the printing office; for it seems to me that the proper use of the decimal point will clear up the whole matter, and relieve the editor of the *N. E. Journal* from the necessity of his long calculations ending in a verdict of inexcusable stupidity.

M. E. L.

IN THE SCHOOL ROOM.

SUGGESTIVE PARAGRAPHS.

IT was Dr. Thomas Arnold's opinion that a man is only fit to teach so long as he is himself learning daily. A teacher is doing what he ought to do only when he is learning more than his pupils. We might as well stop living when we get to the point where we can stop studying, for studying always means improving. The expression, "I know enough to teach the common branches," was more common a few years ago than to-day. The impression is growing that we shall never know enough to teach the common branches, or any other branches, as well as they might be taught. The teacher who settles down for life on a State certificate, a normal school or college diploma, ought to be settled in some place where there are no schools.—*Exchange.*

PRESIDENT Eliot is reported as saying in a recent address: "I firmly believe ten minutes a day given to one book of the highest class, such as the Bible, Shakespeare, or to a book of the second class, like Virgil, or Homer, or Milton, will make a man cultured in a very few years." This is true. It is in this way that many of our best men and women, though largely deprived of school and college privileges, have yet attained a high degree of genuine culture. What a blessed means of culture was the good old-fashioned custom of reading the Bible, morning and evening, at the "family altar."

"To elevate above the spirit of the age must be regarded as the end of education, and this must stand clearly developed before us ere we mark out the appointed road. The child is not to be educated for the present—for this is done without our aid, unceasingly and powerfully—but for the remote future and often in opposition to the immediate future."—*Richter.*

THE thought just now seems to be gaining among our educators that our pupils in school should do more reading in connection with their study of geography, history, and, in short, all school work. A number of schools have decided to place from 50 to 100 suitable books in each grade, and require the teachers to be conversant enough with their contents to act as intelligent monitors in their reading, and more especially as guides to their reading. We heartily endorse this sentiment. It will train better readers. It will cultivate a taste for reading, which of itself is one of the prime motives of a school course, and it will aid materially in teaching many studies in a way not now known in many of our schools.—*Moderator.*

SOME TEACHING DEVICES.

IN HISTORY.—By all means have the class study and recite topically. Encourage them to consult other histories than the one used as a text-book, and to broaden their recitations by the use of information gleaned from other authorities. It is a good plan often to assign a special topic to some one pupil, and have him discuss it somewhat at length; for example, if the class is studying early discoveries and explorations in America, let some one study quite fully the life of Columbus, another how much was known of the science of navigation at that time, and something of naval architecture.—*Ex.*

IN GEOGRAPHY.—One day a poorly dressed boy handed his teacher a unique advertisement of the Rock Island Route, in the form of a first-class passenger ticket around the world, supposed to be issued by the Chicago, Rock Island & Pacific railroad, containing nineteen coupons, showing in large letters the important places on the route, and their distances from one another. The teacher, holding this in his hand, stepped to the board, unrolled it, and held it up before the class, telling them what a fine present Master O'Brien had just given him. He then asked the boys to open their geographies, and take, in imagination, a trip round the world as advertised on this supposed ticket.

New York was the starting-point. The class named the next important place, Liverpool. The teacher drew on the large blackboard outline map of the world, a wide, heavy red line from New York to Liverpool, and put down the distance on the line, and the average time it would take to make the trip. These figures were also placed on one side at the head of columns. Then the next section in the trip was taken, laid out, and figured, the class becoming wonderfully interested. In ten minutes the distance round the earth, "*via* the most popular route," was sketched and figured in miles and days. Afterward the class drew

the route on the commercial map in the back of their geographies. That class during the year never forgot how the world is circumnavigated for business or pleasure.—*King's Methods in Geography.*

IN SENTENCE WRITING.—A pleasant exercise in sentence writing for little pupils is the following: Place on the blackboard a number of words that the children have met in their reading lessons. Then dictate sentences, each containing one or more of these words. If any child cannot spell these words, he can search for them on the blackboard, in that way becoming more familiar with them. The exercise has a threefold benefit, helping the child in reading, writing and spelling; and as it may sometimes require an effort to find a word, it may have a little of the nature of the game of hide-and-go-seek. For instance, fancy this figure a section of the blackboard: Shines, squirrel, brightly, to-day, yesterday, now, to-night, runs, gray, afraid, sun, the, very, fast, rabbit, was, moon, rains.—*Pop. Ed.*

IN TEACHING NEW WORDS.—I find that constant repetition is needed to keep the words fixed in the minds of the little children. To this end, I write or print sentences, containing each new word, combined with words already learned, on slips of paper. These slips I pass to the children, going back and forth in the class, giving each child a new slip when he has read the old one. This affords a quick, easy review and saves time and labor spent at the blackboard. It is a sure test as there is nothing to suggest the idea of the sentence to the pupil. These slips are always ready and the entire work of a year can thus be kept in small compass. These same slips can be given out to the children to copy for busy work.

IN DISCIPLINE.—In a certain school each pupil keeps his own record of both conduct and study, in a little blank book prepared for the purpose, and makes daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his book to his parents, and yet he is encouraged to keep a book that he will not be ashamed to show. The pupil is given to understand that the record is for his own benefit exclusively, and that it is for his own inspection exclusively, unless he chooses to let others see it.

SOME USEFUL EXERCISES.

IN SPELLING.—Choose the right word. Form sentences using the rejected words correctly.

1. The teacher wishes her pupils to stand in (straight) (strait) line.
2. Each (pain) (pane) in the window was of beautiful colored glass.
3. The apples were placed on a pretty (plate) (plait.)
4. It is pleasant to walk in a shady (lane) (lain.)

5. Mary likes to see the (rain) (rein) (reign) come down.

6. Jennie tied a pretty ribbon round her (waist) (waste.)

7. Anna received a box of (stationery) (stationary) from her sisters on her birthday.

8. John found the (pair) (pear) (pare) had a pleasant flavor.

9. "Your (fare) (fair), if you please," said the conductor.

10. The child has beautiful brown (hare) (hair.)

IN LANGUAGE.—1. Contract the following into simple sentences:

(*a*) I perceived that there were innumerable trap doors that lay concealed in the bridge.

(*b*) I saw that several of the passengers dropped into the tide that flowed beneath.

(*c*) Show me the secrets that lie hid under these dark clouds that cover the ocean which is on the other side of the rock.

(*d*) If you examine it carefully you will find that it consists of two pieces which have been so neatly joined that they look like one.

2. Expand the following into complex or compound sentences:

(*a*) On hearing this the boys all ran away.

(*b*) He was surprised at my not having heard of it.

(*c*) There being nothing more for us to do we returned to the camp.

(*d*) She will be delighted to hear of your success.

(*e*) A creek runs through the field, dividing it almost equally.

3. Break up into short simple sentences:

(*a*) He shrank from pressing on the conscience of boys rules of action which he felt they were not able to bear, and from enforcing actions which, though right in themselves, could be performed by boys from wrong motives.

(*b*) The mute, stepping towards the coat of mail which hung upon the pillar of the tent, handled it with a skill which showed that he understood the business of the armor-bearer.

4. Combine the following groups into a simple, a compound, a complex, and a compound complex sentence respectively:

(*a*) His plan failed. He was discouraged by this. The attack might be renewed. He feared this. He resolved to evacuate the fort.

(*b*) The leaves are dragged into the burrows. They are torn into the finest shreds. They are partly digested. They are mingled with the earth.

ABBREVIATIONS.—Write out the following in full:

1. Ans.	5. R. R.	9. Hist.	13. Rt. Hon.	17. U. S. M.	21. Mass.
2. Ditto.	6. U. S. A.	10. Cwt.	14. R. S. V. P.	18. U. S. N.	22. Me.
3. Amt.	7. Hdkf.	11. Fahr.	15. Xmas.	19. Nos.	23. Vt.
4. P. O.	8. Hhd.	12. Jno.	16. Whf.	20. N. F.	24. N. H.

TO FIND OUT.—1. How did the Indian Ocean get its name?

2. What, and where is the Rialto?

3. What, and where is the Pantheon? The name of what famous artist is associated with it, and why?
4. What towns are at the termini of the Suez Canal?
5. What Gulf has been called the "Vermillion Sea," and why?
6. What cape was once called "Stormy Cape?"
7. What ocean has been called the "South Sea," and why?
8. What city has been called the Seven Hilled City, and why? Locate it.

OUR BOOK TABLE.

SCHOOL MATHEMATICS.

A COMPLETE MANUAL ON TEACHING ARITHMETIC, ALGEBRA AND GEOMETRY, including a brief history of these branches, by J. M. Greenwood. Effingham, Maynard & Co., 278 pp., $1.00

We find this treatise, which the author justly says, "is unlike any other work yet offered to the public in this country," full of fresh and suggestive matters. We are indeed, just beginning seriously to study methods, and we need, as a guide and help in the work, some book like Kehr's "Geschichte der Methodik," which indeed ought to be translated and adapted to English readers. Mr. Greenwood has attempted something quite different. He has taken the three mathematical studies of the common school as his theme, and has given us a sketch of the history of each and directions for teaching its several topics. The historical part is concerned not with the methods of teaching but with the development of the branch itself. This is a field of much interest, and it is really surprising that it has been so completely neglected among us. It is certainly worth while for a teacher to know the order and manner of the historic development of the branch he is teaching. Pestalozzi's maxim that the development of knowledge in the individual should follow the order of development in the race would put us to such study as the first essential to a development of right methods. But aside from this, the history reveals, as nothing else can, the real significance of the parts, since the introduction of a single happy device, as in Arithmetic of the Arabic numerals and the decimal point, ushers in a new and fruitful era in the growth of the science; and the teacher who realizes this is doubly equipped for his work, since he can render their value apparant by putting the pupil upon trying to use the older methods in the place of the newer. The historical sketches in this volume are necessarily brief, and are not written for beginners in the sciences. What they need to make them organic is a deeper sense of the bearing of the history upon methods of teaching. We find the suggestions for teaching to be in general very practical, evidently the outcome of actual experience in the school-room. The author does not believe in wasting time, but drives steadily at securing accurate knowledge and skill in the pupils. The teacher who follows these directions will make no failure in the work,

but will give his pupils a sense of firm and sure progress, which leads to interest and makes mathematicians. A desire for completeness has led sometimes to the introduction of unnecessary matter, and the books, in the chapters on Algebra and Geometry, possess beyond the range of common school work. What we most miss in it is a philosophy of teaching, underlying and unifying the practical directions. Excellent as these are they are started empirically rather than rationally. Teachers of mathematics will find the book very helpful and one which is not exhausted by a single reading.

—ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS, by Arthur Sherburne Hardy (Ginn & Co., 239 pp., $1.65), presents the method of rates, as the author has found this the most satisfactory in a first presentation of the Calculus. It seems to be a clear and effective presentation of the matter, and is issued by the publishers in a very attractive and substantial form.

—In the same form, and in the same admirable mathematical series, the publishers (Ginn & Co.) have just issued THE DIRECTIONAL CALCULUS, based upon the methods of Hermann Grossman, by E. W. Hyde, (247 pp., $2.15).

—TACITUS—THE ANNALS, books I-VI, edited with introduction, notes and indexes, by William Francis Allen, (Ginn & Co., 444 pp., $1.55,) is the latest issue in the puhlishers' College Series of Latin Authors. It seems to us a model classical text-book. The introductory matter is varied, condensed, interesting and all directly pertinent to the understanding of the text to be studied. Here is a brief and satisfactory account of the life and writings of Tacitus; of the character of Tiberius, to whose reign these books of the Annals relate; of the extent, provinces, and administration of the Roman empire; of the imperial family; and of the language and style of Tacitus. The notes are judicious and sufficient, and there are abundant maps and indexes. Besides, the book is conceived of not as material for grammar study, but as a history of an epoch, and accordingly that portion of the narrative which is wanting by reason of the loss of most of the fifth book of the Annals is in some sort supplied by extracts from Dio Cassius, Juvenal and Suctonius.

—THE LEADING FACTS OF AMERICAN HISTORY, by D. H. Montgomery, (Ginn & Co., 412 pp., $1.10,) by its title suggests the author's other books, the Leading Facts of English History and the Leading Facts of French History, to which it is related by its general plan as well as by its title. By a careful selection of facts to be related, and by the skillful grouping of them, a vivid continuous narrative of the national development is produced, which leaves strong and clear impressions upon the mind of the reader. Another valuable feature of the book is the vigorous and discriminating summaries, which review and gather up in condensed form the results of a great period or movement, like the discussion of the effects of the discovery of America on Europe, the general state of the country in 1763, the summary of the Revolution, and so on. In the sketch of the colonies the clear account of the peculiar institutions of

each and of their mode of development, and the salience given to events significant in the subsequent history of the country are especially satisfactory. Half the book is devoted to the national period. In this the narrative is more broken by the crowding in of different lines of development, and the constant breaks imposed by the coming in of new presidential administrations. The traditional school history has here affected the author's plan somewhat to its disadvantage, bur not to its disorganization, as the mechanical appearance of the book shows, for the administrations do not figure as chapters but as mere sections of the chapters. The plan makes three periods of national history, that of national development, that of the civil war, and that of reconstruction. Here then is a vigorous, discriminating and organic school history of the United States which may be heartily commended to teachers of this branch, as admirably adapted to the needs of grammar and high schools. It is beautifully printed and well supplied with maps and illustrations.

—Effingham, Maynard & Co. issue a very attractive series of Historical Classic Readings. They are in the form of pamphlets 5x7 inches, of about sixty pages each, and neatly bound in stiff paper. The series of ten numbers (others are to follow) trace the history of the United States down to the close of the Revolutionary war. Each relates to a special topic, and is an extract or series of extracts from the work of some distinguished historical writer. Thus the first, THE DISCOVERY OF AMERICA, is from Washington Irving's Columbus; the second, THE SETTLEMENT OF VIRGINIA, is from the original narrative of Captain John Smlth; the third, THE PLYMOUTH PLANTATION, is from Gov. Bradford's History of the Colony; the fourth, KING PHILIP'S WAR AND WITCHCRAFT IN NEW ENGLAND, is from Gov. Hutchinson's History of Massachusetts Bay; and the fifth, THE MISSISSIPPI VALLEY, is from John Gilmary Sims. The other five are from Francis Parkman, Edward Everett and James Parton. This statement reveals the unique character of the series and its high value as an incentive to historical study and reading. What more enchanting than to know Capt. John Smith and Governors Bradford and Hutchinson in their own narratives? The selection and editing of the pamphlets has been skillfully done, and the series deserves to be extensively known and read.

—The latest issue in the Classics for Children (Ginn & Co.) is BUNYAN'S PILGRIM'S PROGEESS, edited by D. H. Montgomery. The first part only is given, (Froude characterized the second part as but "a feeble reverberation of the first,") and this has been somewhat abridged, without in any way injuring it, and provided with brief foot-notes. The Pilgrim's Progress remains without a peer as a child's classic. (35 cents.)

—REFERENCE HANDBOOK OF ENGLISH HISTORY, by E. H. Gurney, (Ginn & Co., 114 pp., 85c.) consists of the geneologies of the Kings of England and of the leading houses of the nobility, with dates of the principal counsellors, statesmen and authors and a chronology of princpal events. It is thus a veritable treasure house to the student of English history.

—A FIRST READER, by Anna B. Bodlam, (D. C. Heath & Co., 159 pp. 35c.)

a book carefully prepared to aid in forming correct habits of speech and lead the learner on in a natural and easy way to the art of reading.

—D. C. Heath & Co. have added to their admirable Modern Language Series PIERRE ET CAMILLE, par Alfred de Musset, a charming tale, edited with notes by Prof. Super.

—Geo. W. Childs issues in a little pamphlet his RECOLLECTIONS OF GEN. GRANT, (Public Ledger, Philadelphia,) a very entertaining sample from his larger volume of "Recollections."

—THE NINE WORLDS, Stories from Norse Mythology, by Mary E. Littlefield, (Ginn & Co., 163, pp., 60c.) is a very entertaining book. The author has not only narrated a score of tales from the Eddos with great simplicity and freshness, but she has made of the whole a unit, a connected story, To do this she has found it necessary to depart from her authorities and supply some parts from her own imagination, which, however regretable when we consider the book as a study in Norse Mythology, adds materially to the interest and effectiveness of it as as a tale. She seems to have studied the mythology carefully, and to have caught well its spirit so far as consistent with her design—to make a book for young readers. This has led to the omission of whatever was coarse and unpoetic in the old legends. Rydberg's studies have been freely used in the introduction, which gives a clear outline of the cosmogony of the Eddos and a general view of the conditions out of which the mythology sprung. The poetic use in our literature of many of these legends makes it desirable that young people should know something of them, and then, as Carlyle urges, much of this old faith is "in us yet," and it is worth while to know more fully what there is in us by inheritance.

—A PRACTICAL DELSARTE PRIMER, by Mrs. Anna Randall-Diehl, (C. W. Bardeen, Syracuse, N. Y. 66 pp.) gives in very brief form a resume of the principles of expression as developed by one who has made himself the master of a new school. The effort to make a brief exposition has involved the omission of reasonings and relations necessary to a full apprehension of the philosophy which underlies the system, but the system itself may be easily and clearly grasped from Mrs. Diehl's presentation of it. To those interested in elocution we commend the book. They will find it to contain much in little space, and to open up to them a new field of study.

—THE FORTY-EIGHTH ANNUAL REPORT OF THE NEW YORK BOARD OF EDUCATION is before us. It is a brief but suggestive document, since it necessarily touches a wide range of interests. We shall content ourselves with quoting a few sentences from the report of the Normal College: "What are the defects of body and mind which lead to lack of discipline? After careful observation and reflection, the conclusion arrived at was: first, want of personal dignity; secondly, want of a firm, clear, commanding tone of voice; thirdly, want of that trained eye-sight which sees every member of a large class in a single glance. These defects are chiefly physical, and may be to a great extent removed.

LITERARY ITEMS.

—*The Literary Digest* is the name of the new 28-page folio weekly published by Funk & Wagnalls, N. Y., at $3.00 per year. No better exponent of the thought and opinion of the time can be found than this. It presents each week summaries and the pithiest portions of the best articles in the magazines, reviews and newspapers at home and abroad, and adds a summary of views political, social, religious and educational, gathered from a wide field and representing every shade of opinion. Its chief departments are Political, Sociological, Education and Literature, Scientific, Religious and Miscellaneous, and each number is enriched with the best and most vital thought of the times. The numbers which have thus far come to hand seem to us exceedingly well edited and of great value.

—Ginn & Co.'s announcements for the fall includes *Shelby's Defense of Poetry*, edited by Prof. Cook, of Yale University; a second volume of *Open Sesame*, a collection of prose and verse by Mrs. B. W. Bellamy and Mrs. M. W. Goodwin, the first volume of which was received with great favor; *A Synopsis of English and American Literature*, by G. J. Smith; and a revised edition of Allen and Greenough's *Ovid*.

—American and German Schools are fruitfully compared by Mr. John T. Prince in the September *Atlantic*. Two papers on history arrest our attention—Mr. Justin Windsor's The Perils of Historical Narrative and Mr. J. F. Jameson's The Development of Modern European Historiography. Very entertaining are Mr. J. P. Quincey's paper on Cranks as Social Motors and Dr. Holmses' Over the Teacups, in which he discusses the fondness of Americans for titles and the doctrine of future punishment.

—The possibilities in the way of inland navigation afforded by the lakes and rivers of Africa are well set forth by Mr. Thomas Stevens in his article on African River and Lake Systems in the September *Scribner*. Prof. Shaler's paper in the same number, Nature and Man in America, shows how the surface of North America affords peculiar advantages for mingling race characteristics bred elsewhere. Tha fine illustrated article, With Uncle Sam's Blue Jackets Afloat, by Mr. Zogbaum, is the first of a series on the American navy.

—The States of Wisconsin and Minnesota appear to be taking the lead in the formation of school libraries. During the past year these States have established over 1200 libraries. State Superintendents D. L. Kiehle and J. B. Thayer, and their assistants, have shown untiring energy in examining, selecting, and cataloguing suitable books. Messrs. Houghton, Mifflin & Co., of Boston, have prepared descriptive catalogues, which they will send to any address on application, of such of their books as are on the official lists; these catalogues contain for each book—(1) The size of the book; the style of binding; the number of illustrations; the number of pages; and the size of the type. (2) A description of what the book contains, with a complete Table of Contents wherever possible. (3) The opinions of some of the most eminent critics in regard to the merits of the book.

—Those who are interested in the discussion of the Tariff should not fail to read Edward Atkinson's able plea for the interests of the consumers in his articles on Common Sense applied to the Tariff Question, the conclusion of which is found in the September *Popular Science Monthly*. He shows that the peace expenses of the government could be amply covered by taxing only spirits, beer, tobacco and sugar.

Dr. Andrew D. White, in The Fall of Man, shows the scientific evidence that man has steadily risen instead of falling. Prof. Huxley in the same number criticises the story of Noah's flood from a scientific standpoint under the title The Lights of the Church, and the Lights of Science.

—D. C. Heath & Co., Boston, will issue shortly Anatole France's "Abeille," edited by Charles P. Lebon, of the English High School, Boston; De Vigny's "Laurette, on Le Cachet Rouge," edited by Prof. Alcee Fortier, of Tuland University, New Orleans; and "Selections for German Composition," with notes and vocabulary, by Prof. Charles Harris of Oberlin. These selections are progressive, and each complete in itself.

NEWS AND NOTES.

—Forty-four candidates presented themselves at the State Examinations for Teachers' Certificates at Madison this summer. The Board of examiners consisted of Prof. T. B. Pray, of Whitewater, Prof. E. A. Birge, of Madison, and Supt. E. C. Wiswall, of Sauk City. As a result of the examinations five persons received the life certificate, viz.: A. W. Dassler, of Kiel; Charles H. Nye, of Platteville; Erle D. Rounds, of Pepin; W. H. Schultz, of Argyle; and Mary M. Wilman, of Jefferson. Five persons received the limited, or five year certificate, viz.: C. J. Brewer, of Ellsworth; O. H. Day, of ——; Alonzo McKinley, of Manitowoc; L. B. Wood, of ——; and —— ——.

—Of the 132 persons enrolled in the Wisconsin Summer School for Teachers at Madison this summer, a list of whom is published elsewhere, it will be seen that 14 are teachers in colleges, or normal schools, or in special schools; 52 are principals or assistants in high schools; 3 are principals of graded schools; 43 are teachers in grammar or lower grades; 9 are college students; and 11 have no position at present. Twenty-three are from other states and 109 from Wisconsin. Twenty-nine have attended at previous sessions of the school. There were 53 men and 79 women. Twenty distinct courses of instruction were offered. These with the number of students in each, are indicated in the following table:

Physiology	28
Histology	12
Zoology	15
Zoology, Lectures only	4
Zoology, Laboratory	11
English Literature—Historical	30
" " —Shakespeare	21
" " "	no report
Psychology	40
Pedagogy	36
Chemistry	23
" Lectures only	2
" " and laboratory	12
" Qualitative analysis	4
" Quantitative "	5
	23
Botany	38
" Lectures only	8
" " and Plant analysis	22
" Advanced laboratory	8
	38
Geography—Political	22
" Mathematical	18
Physics	55
" Lectures only	21
" " and Elem. Lab	26
" Advanced Laboratory	8
	55

—What must have been the state of mind of the candidate at the State Examination for Teachers' Certificates who included in a list of great historical works by American authors "Knicker-

bocker's History of New York"? Perhaps like that of the one who in the examination in English Literature mentioned as one of the great realistic novelists P. Cooper. Clearly, a little knowledge is a dangerous thing.

—Two traveling men were overheard conversing as follows: No. 1. "The circus has brought a big crowd of folks to town." No. 2. "There are lots of school mams too, attending the institute." No. 1. "One of the school mams at the hotel sat for two hours straight upon the piazza, rocking and chewing gum as hard as she could. Some of the others passing by called to her, "Are you going to the Institute?" "Naw," she said, "I'm going to the circus."

—In our enumeration of the Summer Schools in Wisconsin last month we failed to mention one held at Spring Green and organized and conducted by Principal C. W. Cundy and W. H. Schultz; and also the one at Chetek, conducted by Prin. Leidenberg assisted by Mr. Ames from West Bend. It is not true that these schools are mere cramming places for third grade branches. Those whose programs we have seen include such branches as Algebra, Geometry, Physical Geography and Physics. They may be, and we believe they are, valuable agencies for elevating the standard of culture among our teachers, and so improving the schools of the state. We learn that summer schools have also been held at Mt. Sterling and Viroqua, but have been unable to learn as to their organization.

—Many of our readers will be pleased to learn that Mr. Spencer, for several years chief clerk in the Department of Public Instruction, has been appointed superintendent and manager of the Indian school on the Crow reservation in Montana. His nearest railroad station is Custer, and his postoffice is Blakeley. The region is a very attractive one, and full of interest by reason of Gen. Custer's Indian campaign there.

—We regret to learn that Supt. Charles L. Harper, of Grant county, has declined a renomination and will cease to be a worker in educational affairs after the close of the present year. Supt. Harper has had a long tenure of office, for thirteen years we believe, and has done much to improve the schools in his county. Not only has he been a judicious and untiring worker but his genial address and hearty interest in every good work have made him a host of warm friends not only in his own county but also all over the state.

—Another superintendent who has served his county long and well, Supt. John Nagle, of Manitowoc county, also, it is understood, declines a renomination. Perhaps his sturdy stand on the Bennett law has something to do with this. If so, it is to be regretted that the county must lose so efficient an officer because as an editor he has stood sturdily and independently for his convictions; and yet many will reckon this very stand of his among his most important services for the schools of the state.

—We make the following additions to our list of settlements of school principals for the coming year: J. S. Heal, from De Soto, takes charge of the schools at Galesville; Daniel F. Burnham succeeds Mr. Rood at Palmyra; J. M. Quick becomes principal at Montfort; J. A. Person at Bloomington; F. A. Smith at Muckwonago; Frank Churchill at Fennimore; F. E. Bolton at Fairchild; Thomas Grindell at Mt. Hope; Mr. L. M. Roberts, from

Rice Lake, becomes principal at Columbus; George E. Dietrich, from Avoca, takes the school at Linden; J. H. Roessler goes to Sauk City high school as principal. The school at Argyle is to be taught by W. H. Schulz, and not by A. J. Olson, as stated last month. Mr. Olson is to have the school at Eagle River. B. F. Parkinson becomes principal at New Lisbon.

—Otto Gaffrm, for some years principal of the high school at Plymouth, has assumed the editorial management of the Plymouth *Reporter*, succeeding Mr. A. F. Worden who was formerly the county superintendent. The *Reporter* seems to draw educational men to its editorial chair, and is the better paper in consequence. Indeed, it seems natural for school teachers to become editors.

—The list of free high schools in Wisconsin has had several additions lately. The schools at the following places have recently organized in compliance with the law and been added to the state list: Belleville, Bangor, Oak Creek, Onalaska, Oconomowoc, Platteville, Shell Lake and Waukau.

—C. A. Kriesel has been appointed first assistant in the seventh ward school in Milwaukee. We were mistaken in announcing that he was connected with the Summer School in Milwaukee. That school was taught by Profs. Ulrich and Kundiger.

—Prof. J. W. Stump, formerly science teacher in the Whitewater Normal School and now connected with the Oswego, N. Y., Normal School, was married last month to Miss Jessie Storin of Whitewater.

—Miss Meri Lopelius, who has had five years experience as a teacher of Slojd under Vera Hjelt, of Finland, has determined to open an institute for the training of teachers in that department of school work at Chicago early this month.

—Our readers will be glad to see by our advertising columns this month that Harper and Bros. have not disposed of all their educational books, and that Mr. W. J. Button, who is so well and favorably known at the West, continues in charge of their Chicago interests. They have prospered greatly in the past under his skillful management, and we feel sure that he will retain the interest and support of all former patrons.

—A German-English high school is announced to be opened in September in Milwaukee. It will be located in Mayer's Commercial College in the Library building, but will be a separate institution from the college. The course is intended for boys, and will be open to those who are thirteen years of age and qualified to enter upon high school work; it will include history, literature, mathematics and science. About one half of the studies will be taught in the German language.

—At a recent meeting of the School Board of Milwaukee the salaries of all the assistant teachers in the Day School for Deaf Mutes were increased one hundred dollars each; Miss Kuepper was appointed special teacher of German in the high school and was granted leave of absence for three months; Miss Smith was re-elected Director of Kindergartens at a salary of $1000, and Prof. Ehlman Director of Music at $1700, an increase of $100.

—The twelve weeks beginning with October have been designated as the period of compulsory attendance in Milwaukee in accordance with the terms of the Bennett law.

—Mr. Ernest E. Couch, a graduate of the State Normal School at Milwau-

kee, class of 1890, has been elected to the principalship of the Eagle River schools at a salary of $1000. Mr. F. E. Bolton of the same class takes a similar position at Fairchild.

—Supt. C. J. Brewer, of Pierce county, has resigned his position to accept the principalship of the high school at Ellsworth. The resignation is to take effect Sept. 15.

—Supt. H. W. Reed, of Dunn county, has resigned to accept a position in the War Department.

—The movement for the establishment of a south side High School in Milwaukee appears to be gaining in strength, and already efforts are making to secure a suitable lot for the school.

—The catalogue of the Wisconsin Academy, at Madison, shows an attendance last year of one hundred and fifty pupils. They come from all parts of this state, and also from six other states. The next term of the school opens Sept. 8, and will occupy the new premises which have been constructed for it during the summer. These are heated by steam and supplied with all modern conveniences. The building is also equipped with new furniture and apparatus. W. M. Pond and Miss Charlotte Richmond are the principals.

—The nomination by the Republican party of Prof. L. D. Harvey, of Oshkosh, as their candidate for State Superintendent of Schools, meets the hearty approval of the teachers and superintendents of the state. Prof. Harvey is well known through his institute work, which has made him warm friends all over the state. He stands also in the line of succession to the office. This will be the fifth successive election at which the party has taken for its candidate one of the institute conductors of the state, and it must be confessed that the experience of an institute conductor is an admirable preparation for the duties of the office; so that the plan accords well with the idea of promotion by merit. The institute conductors are chosen for their success as teachers and their fitness for leadership; if well chosen it is but natural that they should be considered favorably in selecting candidates for the State Superintendency. At this writing the Democratic party has not yet made its nomination.

—For those who talk of the Bennett law as an effort to interfere with the right of parents to direct the education of their own children, and designed to break up the parochial schools there is food for thought in the following from the Manitowoc *Pilot:* "The church schools are under a compulsory system and the compulsion comes from the clergyman. The compulsory feature of the parish school often prohibits attendance at the public school. If the parish schools taught the subjects which experience has shown to be of greatest value to the child, and employed teachers of approved competency, there would be no objection to granting to the clergyman the powers which is denied the state—that of compelling the parent to send his children to school. But the parent is not permitted to send his children to the public school in the district in which he lives and the compulsion is such that in many instances children attend parochial schools at a distance of five miles from their homes, traveling the entire distance each morning and evening that they attend school. In one town in this county pupils attend a parish school which is seven miles distant from them. The parents "take turns" each morning in conveying the children to school with teams. They frequently are permitted to get home the best

way they can. There is hardly a public school in this county within a radius of four miles of a parochial school which might not profitably be closed up for lack of attendance. The exceptions are due to diversity of religious belief in the population of the circumscribed territory."

ON SHORT NOTICE.

During the months of August and September, there will be many vacancies that must be filled on "short notice." The "rush" has already begun. We daily receive letters and telegrams, asking us to nominate candidates for given vacancies. If not yet located, let us hear from you. Address,

C. J. ALBERT, Manager,
School and College Bureau, Elmhurst, Ill.

Warren's New Physical Geography.

THE publishers have the pleasure of announcing that the new edition of this popular text-book, which has been for a long time in preparation, is now in readiness.

The subject matter has been prepared under the direction of Professor William H. Brewer, of Yale University, assisted by several well-known Scientists and Educators whose suggestions and advice have contributed materially to the accuracy and completeness of the work.

The book contains twenty-four pages of colored maps, which embody the latest researches of experts in the various departments of physical science. Included in these is an elaborate geological map of the United States, the first of the kind ever published in a school text, prepared under the supervision of J. W. Powell, Director of the United States Geological Survey. A series of relief maps, reproduced with great care from moulds made especially for this work, will be found useful in securing a correct idea of the various land masses.

The work forms a large quarto of 144 pages, substantialy bound in cloth. **Price, $1.50.**

A Sample copy will be forwarded, postage paid, on receipt of price. Specimen pages mailed on application to the publishers.

Cowperthwait & Co., Philadelphia, Pa.

HAHNEMANN MEDICAL COLLEGE
And Hospital of Chicago, Ill.

The policy of this institution is to make no promises for Hospital or College tuition, clinics, sub-clinics, or any means for study and observation, that is not literally and righteously kept. *The Thirty-first Annual Course of Lectures* will begin in Sept. 1890, and continue for six months. For full particulars, catalogue, and *Clinique*, address **E. Z. BAILEY, M. D. Registrar, 3034 Michigan Ave., Chicago.** Mention this paper.

MRS. HAILMANN'S

Kindergarten Training School.

Opens Jan. 9 and Sept. 8.

For particulars address, **(MRS.) EUDORA HAILMANN, La Porte, Ind.**

I can recommend a number of ladies prepared to take charge of Kindergartens and Primary Schools.

WISCONSIN

Journal of Education.

VOL. XX. OCTOBER, 1890. No. 10.

HISTORY IN PUBLIC EDUCATION.

[Read at Madison before the South Western Wisconsin Teachers' Association, Aug. 28, 1890.]

The history of a nation may be defined as a record of the important national events, and an account of the institutions that make up a nation's life; or the history of a nation is a study of its life. History is national biography; and as the biographer deals both with the doings of his hero and with the thoughts and feelings that constitute his inner, deeper life, so the historian is concerned not only with dynastic events, but also with the elements of civilization that make for national greatness or national weakness. History thus often finds the richest fields of study among the people whose annals are vacant.

This study of national life is made obligatory by our state. Section 497 of the revised statutes of 1878 requires the district school to furnish instruction in history (along with several other studies) in the English language. By chapter 121 of the laws of 1879, all children between the ages of seven and fifteen years are compelled to attend either a public school or a private school not less than twelve weeks a year. By chapter 519, laws of 1889, or by the so-called Bennett law, all children between the ages of seven and fourteen must attend a school (from twelve to twenty-four weeks as the board shall decide) in which history is taught in the English language.

What place, it may be well for us as teachers to inquire, does history hold in education, that the state thus requires its study? The state, as we all know, maintains schools and requires her citizens to attend them that she may protect herself against ignorance and vice. History is in

the school to promote intelligent citizenship and wise government. The past being ever the criterion of the present and future, the study of a nation's past life gives best guidance to the workmen who build for coming time.

In viewing the curriculum of the public school, however, we are not called on to view education thus narrowly. We may justly do as Milton did, call "a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices public and private of peace and war." The object of education, in the last analysis, is character building; and school curricula should be studied, constructed, and carried out with a view to secure a harmonious development of all the faculties. To secure such development, language, mathematics, natural science, civics and history have each a part to perform. This paper is concerned only with the place of history in public education. This place is determined by the education value of history. Now, a study may have three kinds of education values—a practical, a disciplinary, and a culture value—and usually has them in different degrees. Studies strong in practical values are usually correspondingly weak in disciplinary; and those weak in both of these may yet be strong in culture values.

The public education found in the common district schools is uppermost in my mind, and the persons especially desired to be reached, directly or indirectly, are the teachers in these schools. Thus the introduction here of a brief, though to many a trite, analysis of the chief psychical faculties may even have some intrinsic worth; though given primarily as an introduction to an inquiry into the education values of history. According to the old and generally accepted classification, our nature is psychical and physical. The psychical is mental and moral and endowed with three powers—to know, to feel and to will. The knowing power manifests itself in four principal ways: by being able to gather knowledge directly and immediately from the external world; second, by its ability to remember, or bring up for present consideration the products of past knowing; third, by the power of imagination, by which the mind modifies and recombines its knowledge; and fourth, by its power to reason or arrive at new truths from the consideration of those previously known. The mind shows its power to feel in many ways; but, for the purposes of this analysis, we are only concerned with those psychical feelings called emotions. The emotions

are aroused by truth, by beauty and by right. The third power of the mind, the willing power, is the marshal of conduct.

In this analysis of the education values of history, no time need be taken in setting forth its practical value. As an aid to gaining a livelihood the study is not important to the American; but educators and legislators combine in recognizing its necessity as a guide to an intelligent performance of the duties of citizenship.

The influence of history as a disciplinary force in psychical development varies with the several faculties. Natural science rather than history trains the intellect to acquire knowledge from the outside world. In the cultivation of memory, history has a value second to no other study; indeed wrong methods of teaching have made the study do more than its share of the training of this faculty. History calls constantly for a vigorous exercise of the imagination. The child that is rightly taught sees history, in his mind's eye, as the shifting scenes of an imposing drama whose several acts are the great epochs of a nation's life. The value of the study in the cultivation of the reason is not strong; though in the upper grades, of the country schools even, enough philosophy of history can be introduced to give considerable drill in inductive reasoning. We have said there are three classes of emotions, those incident to truth, to beauty, and to right. The three studies in elementary education that have almost exclusive power to develop the emotions are history, geography and literature. The last is not taught, a as study by itself, in the district school; and geography has far less power than history to develop the emotions. It then devolves mostly on the study under consideration to quicken, deepen and strengthen the emotions, the well-springs of nobility of manhood and womanhood. Were the text-book on history the only source from which historical material could be drawn for teaching, history could do but little to develop the feelings. Fortunately the reader, the supplemental reader, and especially the lips of the teacher, are each capable of giving the lower classes much history.

If Schopenhauer be right in declaring "the normal man is two-thirds will," the training of this power is of paramount importance in school work. With the school child the example of parent and teacher is undoubtedly more potent to train the will than is book study. Whatever power books have in this training comes by way of the cultivation of the emotions; because they are the motives to the will in choosing.

History, being the study that cultivates more than any other the emotions incident to truth, beauty, and right, has an important value as the disciplinarian of the will.

By culture, the third education value, is meant, to use the words of Prof. W. H. Payne, "comprehensiveness of mind, and emotions tempered, refined and subservient to the intellect and will." A "complete and generous education" gives practical information for guidance in gaining a livelihood, trains the mind to right modes of activity, and provides the mental structure with the furnishings of culture. Every study that increases the intellectual pleasures and gives the mind greater breadth of view has a culture value. Thus mathematics may have a slight culture value, and science not a small one. It passes, however, without dispute, I think, that history, geography, and literature are the elementary branches of study strongest in culture products. This gives to history a high culture value. The study should be handled in college, high school, and district school in such a way that culture products may result. The district school is, and will ever be the school of the masses. Ninety-five per cent. of the school children never reach the high school. The teachers in these district schools must needs rise to a higher conception of the culture power of history, and give to it, by improving their own modes of study and by changing their methods of instruction, more power to uplift the common people. The teachers and pupils of most district schools have as yet so poorly comprehended the significance of history that the study with them stands for the dry annals of events only, for "a collection of dried specimens tabulated and arranged by the ingenuity of the" chronologist.

The demand is not so much for more instruction in history in the district school, as for a higher conception of the study on the part of the teachers; for a more thorough preparation on their part; for a change in the subject matter taught; and for better methods of instruction. These changes must be made by the teachers. Contact with the district school teachers has led me to the conviction that few of them know many facts, even, of history; and but very few have any conception of the study as the philosophy of politics, as the disciplinarian of the higher emotions, as the sesame of culture. It is the duty of those educators whose privilege it is to work with the teachers of the district schools to help these teachers to find the road that leads to true historical knowledge; and to inspire them to follow this road. This

must be done first; and when done, changes in teaching methods will easily follow.

There is a feeling current among country school teachers that it is of little concern whether they be well prepared in history or not. In arithmetic they must be prepared, of course; no one would think of teaching *that* without good preparation; the public would not tolerate such a thing. The state, however, requires instruction in history the same as in arithmetic; and if benefit to the pupil is to follow its study, a careful preparation is quite as essential in teaching history as in teaching arithmetic. This needful preparation will involve work; for, while there is a right road, and one that gives the traveler pleasure to follow, there is no royal road to historical knowledge any more than there is to mathematical learning. If no other motive inspire the teacher let him make it a duty to prepare himself in history—a duty he owes as a conservator of public culture.

The limits of this paper do not allow me to discuss how to study, nor how to teach history. Space only remains for a few suggestions regarding the subject matter taught. Historical instruction, like grammar work, has often suffered in the district school from an attempt to teach to the lower classes what the upper classes alone can comprehend. Political and economic history is beyond the child's grasp. The early work should deal with heroic incidents and with the biography of the builders of the nation. Historical study, like every other, should proceed from the less difficult to the more difficult.

Local history—that of the county and state—should be studied in connection with American history. This study is almost entirely neglected in the majority of the district schools. Local geography is considered by all a necessary part of the study as a whole; and most educational writers say the study should begin with the child's environments. This work is rightly said to be easier for him to understand, prepares the way for wider study, and awakens the pupil's interest. As the State Superintendent's "Manual of Course of Study for Common Schools" recommends, local history ought, like local geography in that study, to be made a part of earlier work in history. The stories of the French explorers and traders, of the pioneer settlers of Wisconsin, and of the Indian wars, are quite as heroic as any to be found; and possess for the Wisconsin child additional interest. To call the pupil's attention frequently to what is going on in that which is now called

Wisconsin as he is studying the early colonial history, will increase his interest in New England and Virginia, and at the same time teach him the history of his own state. Another advantage of the study of local history is that it takes pupil and teacher outside of the text-book. The subject matter of the text is but the basis of the work that ought to be done; yet I think most district school teachers so far do little more than have the pupils study one book. The result of such study has proved unsatisfactory in the past and will in the future.

No teacher of American history can call his work successful unless the pupils gain three things: A permanent impression of the history of their state and nation, a desire to know more than can be gotten in class work, and the ablility to so read and study that they can get the information desired. An inquiry into the education value of history, and a more careful preparation for work, precede the general attainment of this ideal.

E. R. Johnson.

BOSCOBEL, WIS.

IMPORTANCE OF HIGHER EDUCATION FOR TEACHERS.

A higher education in its wider sense is an education that is far above that possessed by the average person. In its narrower sense it is an education that is far above the plane on which the average school teacher is engaged; one that gives the teacher the well rounded, symmetrical development which is a necessary qualification for the successful leading of others.

The modern idea is that no education approaches perfection that does not unite mental, moral, and physical instruction, and each of these lines symmetrical both with respect to itself and to each of the others. It is well that attention is given to these several lines simultaneously, since the propensity toward one-sided, unbalanced education is thus obviated. To meet these requirements it necessarily follows that in order to be successful the teacher must possess broad and diversified knowledge.

In the curriculum of intellectual instruction, the great interdependence of subjects makes it the height of folly to attempt to teach any one subject without knowing something of those closely related. A knowledge of these relations gives unity of thought and unity of purpose. When this is fully realized the reasons for existing facts is

sought, and knowledge is linked together into a complete whole. A conception of the whole is utterly impossible without this knowledge of the relations of parts.

A thorough comprehension of the interdependence of subjects, and of the relation of the parts of a subject, is of inestimable value to the teacher in so shaping work for his pupils that it shall form a suitable ground for future acquirements. In fact, it is almost impossible to impart systematic instruction when a comprehension of the relation of studies gained by higher education is wanting. The two words purpose and unity carry with them a wonderful significance. The one is continually heralded by the rhetorician, while the other is constantly echoed by the psychologist. And these principles of unity of purpose and the proper combination of related parts should underlie the entire system of education.

The teacher in the primary grades should not ignore these principles simply because he has to deal with elementary branches only. Since many pupils never go beyond the grammar grade, it is all the more important that during the period when they attend school the instruction should be the best obtainable. The teacher who has had broad training will not fail to recognize the proper relation of things, and to lead his pupils toward a knowledge of those relations.

The prime object of teaching is to enable the taught to gain thinking power, to stimulate a desire for further and higher development, and not simply to aid in amassing a bundle of facts. The degree of success with which this is accomplished measures the value of higher education in all branches of instruction. Bring to mind, if you will, two teachers: the one whose range of vision is restricted to the narrow field of the text-book; the other whose sight, aided by the penetrating lights of philosophy, history, science, and literature, extends his horizon far into space. Compare the results of the two when presenting the subject of reading: the one presents the dry bones of fact only; while the other, with a rich store of knowledge at his command, presents it as a living subject in all its beauty and attractiveness. It is not much more possible to teach thoroughly all that is contained in any text-book from a knowledge of it alone, than it is to write an equivalent text-book without having a large range of related facts from which to draw.

The teaching of geography to be made interesting and profitable calls for very extended research outside of the text-book. In no other study

can the great interdependence of things, the necessity of a cause to an effect, be taught better than in geography. It is in studying this branch that the pupil begins to realize that he, a single individual, is part of a community, the community a part of a political division, the political division a part of a nation, and the nation a part of that great family, the human race. It is while studying this branch that he first begins to learn the laws of demand and supply, of labor and compensation, and that whatever affects a nation or the individuals of a nation has its influence, direct or indirect, upon all other persons in the world.

The successful teaching of history demands a thorough knowledge of geography. The geography of a country has more to do with its history than at first seems apparent. All the great movements made by peoples are made in conformity with geographical conditions. The changes made by peoples, the growth of institutions, and in fact the aspects of any branch of civilization, are determined largely by geographical surroundings. Athens and Sparta were to a great extent what the configuration of this country destined them to be. England never would have gained the prominence in the commercial world that she holds to-day were she otherwise situated. Germany would never have developed such immense military power, nor the United States such laxness in military and naval power, had not the conditions in the one case been such as to necessitate and further military science, and in the other case such as to make practically useless all achievements in that direction. The law of cause and effect can be traced through all history. Every nation plays an important part in the development of every other nation.

Having learned these fundamental truths, although they have not been formally tabulated and presented, the pupils are prepared to grapple with the more obstruse problems of economics and sociology. Here are momentous questions which will continually confront the pupils in later life. Consequently how essential that the foundations be laid by the most skilled workmen, that when the winds of public opinion come the structures may stand unshaken by the blast. But if these are the necessary adjuncts to the study of geography and history, how is the teacher to give instruction properly if he himself is not conversant with the intricacies of the subject? From nothing comes nothing. We do not mean that all these laws and all these relations must be stated to the pupils while studying the different subjects, but unless the

teacher has a comprehension of them he will certainly lay foundations for a narrow conception of each. The few examples cited will serve to show the great need to the teacher of having light from all possible directions upon the facts that he is to teach. What is true of one subject is true of all in the school curriculum.

But there is another valid reason why the teacher should be thoroughly prepared for his profession. The method of presentation is no minor feature in determining the grasp with which pupils take hold of a subject. The successful presentation of a subject presupposes a complete knowledge of the laws that govern all mental activity, a deep insight into individual acquirements and capabilities, combined with skillful tact in meeting difficulties, and a ready adaptation to circumstances. A knowledge of mental science undoubtedly is more potent in aiding the teacher to gain these results than any other factor in his education. A thorough comprehension of it enables him to make use of all available materials, to present good, wholesome, mental food at the proper time and in suitable amounts. He will not commit the grievous and too common error of trying to teach a boy in the primary grade abstract mathematics, or grammar, but will present interesting matter that will arouse the powers most conspicuously active at the time.

Besides understanding the mind and its workings, the intelligent teacher must be cognizant of the relation between physical and psychical action, so that one side of the pupil's organism shall not be built up at the expense of the other. Robust health should be the basis, intellectuality the ornament of education. Development of the body will aid in the proper manifestation of the mind; while on the other hand a complete education will contribute to health.

Lastly, of what value will it be, even though the pupil has developed great physical and intellectual strength, if he has not learned the significant lessons of truth, honesty, temperance and virtue? This points out another and perhaps the most important field of work in which the true teacher must be thoroughly competent to direct those placed under his care. He should not only be one who is able to point out lofty ideals, but he himself should be a living example of the highest type of character. In no other department of education do precepts and lectures count for so little as in questions of morality, and in no other department does example count for so much. Thus we see with what a weighty and exceedingly intricate problem the teacher is confronted.

Before him are placed human natures of diverse classes, endowed with various pre-dispositions, out of which he is to mould and fashion intelligent men and women. He is so to guide and direct their development that they may ennoble the generation in which they live, and be a guiding star to the generations that follow. In the pupils of to-day we behold the embryonic statesmen and rulers of the future; the writers whose pages are to illumine or to cloud the paths of succeeding generations. In their hands rests future civilization. And all this will be determined to a great extent by the teachers of to-day. This higher education requisite for the teacher's highest success is not gained in schools and from books alone. Schools can lay the foundations, but nothing can take the place of that impulse which is gained from contact of mind with mind, from contact of mind with men and things. Then in order to satisfy the demands put upon him the progressive teacher must reach out into the ever broadening domains of philosophy, history, literature, science, and art, and take that which will give him a broad conception of life and its duties; that which will aid him in leading others toward active and intelligent citizenship; that which will give him refinement and culture; that which will assist him not only in giving intellectual instruction, but which will aid him in forming character. He should strive as did Pestalozzi "to know the human spirit, its laws of development and culture; the human heart and the means of vivifying and ennobling it."

F. E. Bolton.

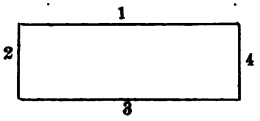
FAIRCHILD, WIS.

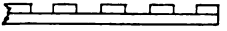
TWENTY WEEKS IN MANUAL TRAINING.

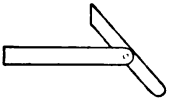
The preceding lessons may now be followed by a course of exercises embodying the principles of joinery.

LESSON VIII. Object of the lesson: 1. Construction of a piece one foot long 2″ by 1″. 2. To work out in this, with saw and chisel, rabbets 1″ wide and 1″ apart ½″ deep. For this and many of the following exercises 1¼″ rough pine plank should be used, and the pupils should rip out the work and plane it to size, using the try-square to test the corners. The piece after being sawed out should have one face planed and marked to work from, and the two adjacent sides tried from this first side. The side opposite the first face will, of course, have to be tested from the second or fourth sides, but the fourth should not be made from

the third, as the error between the first and second will be multiplied between the second and third and the third and fourth.



It is probable that the first stick will be considerably less than 2″ by 1″ when the corners are finally squared. When a piece is obtained of the right size, it may be marked with a gauge on the two narrow sides ½″ from the edge, and then marked on the broad side and down to the gauge marks on the narrow sides. Then with a fine back saw cut down inside the saw marks so to have the saw kerfs come in the pieces that are to be removed. Fasten the piece with a vise, and with a chisel work out the part to be wasted. Use the chisel on both sides of the piece, bevel side down until the work is nearly finished, then turn the chisel over and trim to the line, with the flat side down. The piece when completed will have the appearance of Fig. 1.  It should then be sawed across in the middle and tested by attempting to fit the projections into the depressions. This exercise may be varied by cutting down the rabbets at an angle across the face of the stick, marking them out with a tool called a bevel.



Encourage the pupil now to look around him at home and elsewhere and see where this kind of work is used.

Lesson IX. Object of the lesson: The construction of the half joint. For this lesson use a piece 1′ x 2″ x 1″ as before. Two inches from each end mark with try-square across one broad face and ½″ down on the narrow faces. With a gauge divide equally the narrow faces between the square marks and the ends, also across the ends. Saw carefully alongside the marks, remembering always that the saw kerf is to be included in the waste. Saw the piece in two in the middle and fit the ends together. It may be necessary to pare off with a chisel to make the surfaces of the pieces match. It is more than probable that too much will have been taken out. In the latter case saw off and try again. In any case the pupil should study the joint and see what the

difficulty is, and plan out a way of obviating it. The pupil's question should always be, "Shall I do this so?" and not, "How shall I do this?" Various modifications of the half joint may now be tried as the time and circumstances allow. If made on a wide piece the rabbet plane may be used, or the cross cut may be made with a knife and the whole waste pared away with a chisel, the knife being drawn across two or three times and then the chisel used, and so on until the work is done. For marking use a fine *hard* pencil or a sharp knife. Always hold the work in a vise if possible; in this way both hands are free to work the tools.

LESSON X. Construction of a mortise joint. Material: a piece 1′ by 1½″ by 1½″. With try-square mark across four sides 1½″ from one end, and across the middle ½″ on two opposite sides at other end.

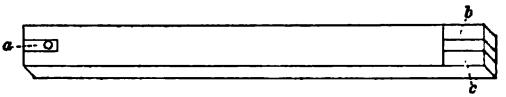


FIG. 2.

With gauge set at ½″ and 1″, mark from cross marks to end and across ends, holding the head of the gauge against the same side of the piece always. The waste, *b* and *c*, to be cut out as before. To cut out the part *a*, bore a ⅜″ hole down near inner end of the mortise and saw down near the marks, trimming with a chisel, a narrow one for the end and a broader one for the sides. Saw the stick in two and see if the tenon will fit into the mortise. The mortise may be worked out with a chisel and mallet, cutting first one side and then the other parallel with the grain with the bevel in, then with a narrow chisel bevel side in driving it straight across the grain, near the end at first, then working back and finishing with the flat side next the inner end of the mortise. Test the sides and end of the mortise and sides of the tenon with the try-square to see if they are flat. Next try the closed mortise, which does not extend to the end of the stick.

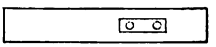


FIG. 3.

Bore two holes near the ends of the mortise half way through, then turn the stick and finish from the other side. Dig out with chisels as directed, not finishing within ⅛″ of the ends until the last thing, as otherwise the corners will be marred prying over them. The tenon is

made the same way as before. A "blind" mortise differs by not extending clear through the piece and of course requires a shorter tenon to fit. A good many exercises may be spent on the single mortise and then the double mortise may be tried.

LESSON XI. Construction of a dove-tail.

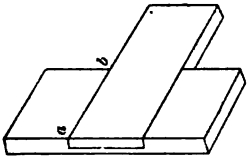


FIG. 4.

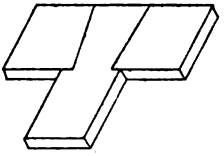


FIG. 5.

Material, pieces 12″ by 2″ by 1″. Before constructing Fig. 5 make Fig. 4. The tenon and mortise are each cut half way through the pieces. At first the tenon may be made and the mortise marked from it, but after a little both should be carefully marked before either is made. The straight cuts are generally made with a saw, the oblique with chisel. Fig. 4 may be modified so that the tenon will only slide in parallel to the line *a b*. Other forms are made by keeping the tenon of the full thickness but extending only part way across the piece having the mortise.

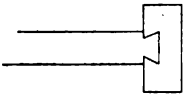


FIG. 6.

Much time may be spent with the dove-tail joint until a good job can be done, like putting together the two sides of a box or drawer. For this work a model should be shown which can be taken apart and studied by the pupil.

(*To be Continued.*)

Arthur A. Upham.

WHITEWATER, WIS.

THEORY AND PRACTICE.

NOTES ON THE HISTORY OF ARITHMETIC—ITS SYMBOLS.

[John H. Kleinheksel, Professor of Mathematics in Hope College.]

The first visible signs of number were probably the fingers of the hand. The fingers furnished a ready passing signal for the indication

of small numbers to the eye; but they offered no means for the equally important step of making a permanent note of them. To do this some tally or sign was needed. The Romans marked the years by the annual nail driven into the temple of Minerva. The Babylonians expressed all number by the repetition of a single pair of symbols. The Egyptians used hieroglyphics, *e. g.*, a frog stood for 100,000. The Greeks, the Hebrews and the Romans used letters of the alphabet. The advantage in the use of the above-named methods for the expression of number was mainly in their brevity; they furnished no assistance to calculation.

There is another system of notation, the Arabic, so far superior to the rest, as to have superseded them all. Equally short with the others, it suggests by its very form those striking analogies which are so valuable as aids to computation. It contains two features that distinguish it, and on which its superiority depends, place-value and the use of the zero.

Omitting the symbols of obsolete systems, it will be the aim of the present article to inquire into the origin of the symbols employed in the modern aritmetic. These symbols may be divided into three groups—symbols of number, symbols of operation, and symbols of relation. Only the first is here presented.

SYMBOLS OF NUMBER.

The Arabic notation traces back its lineage to India. The designation Arabic, as a descriptive term, is a misnomer. The Arabs never claimed the honors of the invention. Europeans received their knowledge of these numerals from the Arabs, and too hastily concluded that the latter people must have been the inventors. The Arabs themselves, however, acknowledged that they were indebted for them to India. In this verdict investigators concur with entire unanimity. An old system of numerals is known to have been in use in India in the early part of the third century, B. C. The origin of these numerals is obscure but their forms are preserved on inscriptions of that date. The forms of the later Indian numerals, to which the modern system directly traces its source, are clearly derived from the earlier system. The earliest known example of a date written in the modern system, with place-value, and the zero, belongs to A. D. 738. There is, however, some evidence tending to prove that it was in use, alongside the old system,

two centuries before that time. There is no proof as yet that the completed modern system was used before the sixth century, A. D.

Thus much, then, in the genealogy of the nine digits is undisputed: They come to us from India, and trace their forms directly to the later, and ultimately to the earler Indian system. To what then do these characters owe their present *form!* Were they arbitary signs called into existence for this very purpose, or were they borrowed from some other art or science where they had previously served a different purpose, and *adapted* to their present use? To this question various answers have been given. Some have seen in them the pictures of the different combinations of the fingers of the two hands in the act of symbolizing the successive numbers which the digits represent. To justify this theory they point to the symbol for *one*, which in all systems not purely alphabetic seems a clear imitation of the single out-stretched finger. And, indeed, six or eight, or any other number of fingers selected from the two hands may be so arranged as to throw a shadow not wholly unlike these digits respectively. Another theory was held by Gatterer. He imagined that he had found an alphabet in Egyptian manuscripts, nine of whose letters were the nine digits now in use. Another theory supposes that the forms of the nine digits were built up, as it were, out of angles which afterwards lost their corners and became cursive by use. This theory was suggested by the proficiency of the early mathematicians in geometry, which deals largely with angles. And since the science of geometry is older than that of arithmetic, it is not impossible that angles should have been employed for the representation of numbers. A fourth theory seeks to construct the respective digits out of as many horizontal and perpendicular strokes as there are units in these digits. This was undoubtedly suggested by the convenient and universal use of the straight line for keeping tally.

All the above theories, however, seem far-fetched and improbable. For their proof they draw very freely upon the imagination. They depend upon a quasi theory of evolution whose links are largely missing. They are here reproduced because they were the opinions of the scholars of the last century, and are still sometimes met with—not because it is believed by the present writer that any one of them is the true theory.

The latest theory for the origin of our symbols of number, and the correct one it may be, is that *they were originally the initial letters of the Sanskrit numerals.* This theory is confidently declared as proven

by the great authority of James Prinsep and Max Muller, both of them profound Sanskrit scholars. These are Max Muller's words: "It is now proved that the Indian figures were originally initial letters of numbers in Sanskrit." Such use was possibly because the initials of all the numerals were different letters. Such use was also likely, as it agrees with the common alphabetic systems in employing letters.

Still more difficult is it to give a satisfactory account of the zero, which stands first in importance although it was the last to appear among the symbols of the Arabic notation. According to the line-theory it was suggested by the completion of the circuit of the fingers. The advocates of the angle theory say it was adopted because it contains no angles. Other conjectures, just as vague and unsatisfactory, have been proposed; but there can not at present be said to be even an approach to a general unanimity of opinion. Says Max Muller in his "Chips from a German Workshop," "It would be highly important to find out at what time the naught occurs for the first time in Indian inscriptions. The inscription would deserve to be preserved among the most valuable monuments of antiquity, for from it would date in reality the beginning of true mathematical science, impossible without the naught — nay, the beginning of all the exact sciences to which we owe the discoveries of telescopes, steam engines, and electric telegraphs."

The origin and age of the symbols of the Indian numerals has thus been seen to be still under dispute. At first the symbols appear to have been used without place-value and the zero. Like the Indian alphabet they were probably derived from abroad — possibly, as is believed on philological grounds, from Thibet. The Hindoos consider this method of numeration as of Divine origin, "the invention of nine figures with device of place being ascribed to the beneficent Creator of the universe."

Unfortunately, the symbols have changed in form beyond identification. They are not now written as they were in the year 1,000 A. D. Most of the theories given above are little more than guesses, and no guess or discovery of a chance relation or similarity is of the slightest value. The question has been the subject of long and laborious investigations, which have again given rise to several variations of the "Initial theory." The study of the inscriptions and manuscripts by the seaching methods of comparative philology leaves us the hope — perhaps not altogether idle — that one day we shall yet be able, with some degree of positiveness and completeness, to answer the question, Whence come the Indian numerals? — *The Academy.*

A DAY IN THE KINDERGARTEN.

[Extract from the note-book of a student in the Kindergarten Training Class at the New York College for the Training of Teachers.]

Tuesday, November 26, 1889.

In the morning talk there were forty children in the ring. The children were so seated as to bring the quiet ones next to the riotous, and they were told that they might talk to the Kindergartner as much as they wished but not to each other. In this way they were made to feel that each one was a part of a whole and that any disturbance spoiled the whole. When all were seated, as they were still rather restless, the Kindergartner began to clap her hands softly and in regular time as she sang. The children quickly followed her example, and by the time the tune was ended the rhythm had so calmed the children that the room was very quiet. At a chord all rise, and standing very erect sing a song in which each child represents a clock and his arm the pendulum. This ended, the "Good-morning Song" is sung, which also brings in the time of the opening of school. In these two songs the idea that the Kindergarten begins at a fixed time is brought to the mind of the children. Then the good morning to the sun is sung, thus directing the children's thoughts to the sun, the great power of the universe, and from this it is such an easy and natural step to thank the Father who put the sun in the sky to shine and lighten the world. As it was near Thanksgiving day, the Kindergartner then told the children, in a very simple way, the story of the first Thanksgiving. When the story was ended the children were allowed to choose games. The first one chosen was the "Baker," and the appropriateness of playing this game was commented upon. Then came the "Blacksmith," the "Moon," the "Shoemaker," and the "Squirrel." The connection between all these games was traced; i. e. the Blacksmith makes the shoes for the horses that draw the Baker's cart, and so forth. The Blacksmith makes horse shoes and has to pound very hard on them, but the Shoemaker makes shoes for little boys and girls and taps quite lightly to drive the pegs in. While we are eating our Thanksgiving dinner the "Squirrel" is eating his too, but he has his all stored away in a hollow tree, a feast of nuts which he has gathered in the summer and autumn.

It is not to be supposed that with so many little children perfect order prevails, but the attention of restless ones is attracted by addressing

them specially, and disorderly ones are allowed to sit on the platform and "play company." As "company" have to be very dignified and still this proves punishment enough to restore order.

A chord is again struck on the piano and each child taking his chair, all march to their seats, and at the tables the various gifts are presented.

At one table the children were working on "Parquetry." The children at this table have been in the Kindergarten longest and may be called the "Senior Class." They spend only part of the morning here and then go for the rest of the day to the Primary department. Elsie is talking, so she is asked to pass the tablets to the children, giving six to each. They are then directed to lay the tablets so as to form a hexagon. Another restless child is allowed to go about the table and see that the hexagons are properly laid. The Kindergartner then makes a hexagon and calls Fred to see whether hers is right. She leads him to tell her that hers is right because it has six corners and six edges. The first hexagons have been made with dark triangles, and six light ones are now distributed to each child and a light hexagon made. One child who has not been paying attention does not know where to place her light hexagon. She is pitied for not having had good ears, and the children tell her to place the white hexagon in front of the dark one. Care is taken that the hexagons shall be placed on a line with the edges touching. The children are then directed to take out and arrange the triangles in the different hexagons so as to have dark and light triangles alternating in each figure. Paper circles are then distributed and the hexagon is first folded and then cut from paper. These hexagons are divided into six equilateral triangles by the children and a new hexagon is made of these triangles.

At another table hexagons are pasted out of paper triangles, and then triangles are added to the several edges so as to make a six point star. In forming this star all the work is done by opposites, i. e. the addition of a triangle on one side is followed by the addition of one on the opposite side.

At the sound of the piano the children rise, and after marching for a few minutes for exercise a ring is formed and they are ready to play the games. The children are taught to be unselfish and self-forgetful, for the children who do not ask to be chosen for the games are those generally taken, and *all* play each game even though it may not be agreeable to each one, because it gives pleasure to the others. After playing

the games for almost half an hour they again return to their seats, and the occupation is given to them. At the table at which I observed weaving was the occupation. The children were obliged to sit quietly and upright before their work was given them, and then to work quietly at the weaving until time comes for dismissal, when they again march to the ring and sing their "good bye" song, in which they admonish each other to be "Always kind and true."

STUDIES IN LITERATURE.

Some fine selections in literature may become a living reality to the pupils. There are two points to be considered in this connection,—(1) The choice of literature; (2) the genius of story-telling. Miss Burt, in her "Literary Landmarks," has most truly indicated how we may present the best literature to children from grade to grade, so that they shall realize its natural development from age to age. If such an outline in not immediately practicable in the ungraded school, we should, none the less, have some plan that shall approximate in value the best idea she has given. We can, at least, appeal first to the imagination, to the æsthetic powers and the desire for observation that are the primary force in the child, by such selections as "Hiawatha's Childhood," "How do the Waters come down at Lodore?" (by Southey), Tennyson's "Bugle Song" and "Sweet and Low," and Whittier's "Barefoot Boy." "The Forsaken Merman" teaches the sacredness of the relation between parent and child; "The Pied Piper," the sacredness of a promise; "Caldon Low," the sweetness of doing for others; "Little Muriel," the sad lesson how the unkind word may sting when it is too late to ask forgiveness.

If we seek for studies from nature, Allingham's "Good-bye to Summer," portions of "Summer, Sweet, Good-bye," (by Geo. Arnold), Lowell's "Snowfall" and "Summer," and Wordsworth's "Daffodils," will illustrate the seasons admirably; for Christmas, Dr. Holland's "There's a Song in the Air;" for Easter, Francis L. Mace's "Fling Open the Gates of the Temple" may be profitably used; for patriotic selections, "Paul Revere's Ride" and "The Charge of the Light Brigade" will be highly enjoyed; "Robert of Lincoln" always fascinates, and portions of "Sir Launfal" teach as noble lessons as the pulpits can frame. And in this work, remember that it is better to have

one fine selection well carried out than half a dozen of inferior grade. Spare no pains to make it effective, for your relish will always enthuse the children. Do not let the work stop here. Encourage the older pupils to read for themselves outside of school. Help them to books, *read with them*, and if practicable form a Reading Circle outside of school for them. In such a class you can lay out a more definite and extended plan than is possible in the ungraded school.

With the younger pupils let the story-telling be a most careful exercise. To win and hold, as much will depend upon the one recounting as upon the story told. The manner must be arch and animated, conversational rather than simply relating. The Germans understand the beautiful art of story-telling as few other nations, and in many of their schools the only punishment is to debar the refractory one from coming to the Saturday morning story-telling. With the very youngest the old nursery tales,—the classic folk-lore of the ages,—come naturally first, and to older children these quaint, bright bits never lose their charm. Children will listen to "The Rid Hin" for the twentieth time with a perfect ecstacy of enjoyment, and plead for "The Three Bears," and "Red Ridinghood" until one must wonder that they are not worn thread-bare.

Andersen's "Fairy Tales," bits from Miss Edgeworth and Miss Martineau, "Seven Little Sisters," Louise Chollet's inimitable "Blunder at the Wishing Gate," Kingsley's "Water Babies," Mrs. Gatty's "Parables from Nature," and Hawthorne's "Tanglewood Tales," are only illustrative of what rich material lies on every hand. For nature study, John Burroughs furnishes the best material; and two little books lately published by Houghton, Mifflin & Co., will prove the delight of any wide-awake teacher and school. They are, "Up and Down the Brook" and "Birds Through an Opera Glass."

A word may be said as to the best methods of presenting Burroughs to the youngest readers. One teacher of our acquaintance has a charming way of reading, that is at once conversational and narrative. It is in a measure adaptive, as she is careful to omit the longer words in favor of those already known and comprehended. Every little while she stops to talk, with the children over various points in the reading. They are always ready, these country little folk, to give from their experience, and the many dainty stories in "Bird Enemies" and "The Tragedy of the Nests," recall to them their own observations of their feathered

friends. Only a little is read at a time, and this is well talked over. The children, also, are expected to tell what has been read the day before. This same teacher made what the pupils called a "Bird Game." Questions on the two essays mentioned were written on slips of paper and passed around; and somehow this most simple of exercise gave the pupils unfailing pleasure. They delighted in answering them orally, or in writing out the answers on their slates. Sometime they would question one another from memory.—*American Teacher.*

MANUAL TRAINING IN COUNTRY SCHOOLS.

Hands trained to do the bidding of the mind form the basis of success in any and every handicraft; and no one can doubt its importance in any educational system, although he may deny its place in the schoolroom. In my experience of some twelve years as a teacher in country and village schools, the following course has grown up for hand training. The educational ends gained are neatness, skill of hand, accuracy of execution, a permanent sense of symmetry in form and the education of the mechanical imagination. The steps are each elementary and capable of wide variation. The proportions are those tested by the past centuries. The material for the work is inexpensive: a common ruler, a knife, and some pasteboard which may be gotten from old boxes. A very simple angle measure may be made of a piece of pasteboard or tin, with its corners forming the angles of 90°, 120°, 135° and 60° to lay off all the polygons.

1. Accurate measurements, 1 in., 2 in., 3 in., etc., long.
2. Accurate squares, 1 in., 2 in., 3 in., etc., on a side.
3. Accurate triangles, 1 in., 2 in., 3 in., etc., on a side.
4. Accurate hexagons, 1 in., 2 in., 3 in., etc., on a side.
5. Accurate octagons, 1 in., 2 in., 3 in., etc., on a side.
6. Six squares so joined that they may be folded into a cube.
7. Six squares and two hexagons so joined as to be folded into a hexagonal prism.
8. The joining of one square and four triangles so they may be folded into a right pyramid.
9. Two circles and one rectangle so joined that they may be folded into a right cylinder.

10. A circle and a sector so joined that they may be folded into a right cone.

11. Two squares and a trapezoid so joined that they may be folded into a frustrum of a pyramid.

Each of these is to be made complete in one piece of pasteboard and creased where the folds are to come.

The following are based upon the ratios of 1:2, 3:4:

1. Accurate rectangles in the ratio of 1:2.

2. Accurate rectangles in the ratio of 3:4.

3. Rectangles so joined that they may be folded into a box twice as long as wide, and twice as wide as deep.

4. Rectangles so joined that they may be folded into a box ¾ as deep as wide, and ¾ as wide as long.

5. Rectangles and triangles so joined that they may be folded into a house, with sides, roof and floor.

6. Rectangles and triangles so joined that they may be formed into a house, with two floors and several rooms.

These are each to be made in one piece and completely laid out before folding.

Other lines of manual training may be used, but this I have found to give good educational results.—*Ohio Educational Monthly.*

EDITORIAL.

SECOND and first grade certificates are certainly increasing in number, as the institute enrollments clearly show. Superintendents can do much to promote a desire for the better grades among candidates for examination and to encourage school officers in preferring the better prepared teachers. If earnest effort is made along this line we shall be ready in a few years for the legal abolition of third grade certificates.....THE N. E. *Journal of Education* suggests that the next meeting of the National Educational Association be held in Boston. The suggestion seems an excellent one. Boston is full of historic interest and is an educational center which western teachers are anxious to visit. Why not have the meeting in Boston?.....PRESIDENT G. Stanley Hall, in an article in the *Forum* on The Training of Teachers, insists that "the first need of teachers, even in lower grades, is a better knowledge of the subjects taught. Teaching is in no good sense professional till teachers not only are far beyond the need of keys and translations, far ahead of their best pupils, but can command the choicest resources of their subject." This is a word in the right place. More

knowledge of the subjects, more breadth, is the greatest need. He is sure that this can be best attained by making teachers specialists—branch teachers instead of grade teachers.....WHAT are you reading? Seek eagerly after the best books, and read a few of these thoroughly. There is nothing so promotive of genuine intellectual growth as acquaintance with a few of the really great books of the world. Begin at once with one of these, and read slowly and appreciatingly. You will feel its effects as the young man who has just entered a gymnasium feels the effects of his training.....THE session of the Wisconsin Teachers' Association this winter ought to be a very large and very strong one. The legislature meets soon after, and practical matters affecting legislation will demand attention. Moreover, when but one meeting a year is held there is more need for making it strong. Will not all members work to make the meeting a marked success? We should have an enrollment of five hundred..... "THERE ought to be more male teachers in the schools," said the retiring president of the Chicago School Board. We must have more men, or we shall soon recognize the weakening of our school work. Some of the institutes show an enrollment almost exclusively of women; and our city systems are tending steadily to the employment of fewer men. Economy in expenditure seems to be the motive, but is it economy?

INSPECTION of our University and Normal Schools is at present managed in a way which every one who has given it any thought must acknowledge to be very unsatisfactory. A fresh board of visitors is appointed each year. The persons appointed spend a day or two at the institutions, make a formal report of their impressions to the proper authorities, and send in their bills of expenses, which are promptly paid. Their report, though sometimes printed, can hardly be said to have any influence. How could it have? In their brief service there is barely time for the new men to get a general notion of the institutions they are called upon to inspect. They may observe some defects in the appliances for instruction, and may adopt and repeat suggestions made to them as to pressing needs; but serious study of the nature of the work done, or suggestions as to the way in which it is done, are clearly out of the question. The first step towards more valuable results would seem to be greater permanence in the inspecting board, so that real knowledge, a continuous life, and a body of traditions might arise. Reform of this kind is possible without legislation. Let the board be changed only gradually, by appointing but one or two new members each year, and its functions will soon become more definite and valuable and its influence will be more decided.

MAY not the system of branch teachers in our public schools be successfully and profitably extended? At present it is confined to the subjects latest introduced into the course, such as music, drawing and manual training. Why not try it in natural science? We are now seeking to introduce natural science in the elementary schools; what more natural and simple than to charge one teacher with the whole work? We should thus secure unity and systematic

development in it, and above all the true scientific culture which is hardly to be attained by such efforts as the overburdened grade-teacher is likely to make. Just as soon as natural science in the elementary grades becomes a special subject confided to a special teacher, who has a special fitness for it, we shall find enterprising persons seeking to prepare themselves for this work, and it will develop rapidly, as the teaching of drawing has. Branch teachers will have two great advantages over grade teachers: they will be specialists, and can attain something of the thoroughness and range of specialists, and they will see the whole range of work in their branch, and thus will more skillfully interrelate its parts. If we are to lift common school teaching out of the ruts and steadily to improve its quality we must develop in it the branch teachers. We can thus avail ourselves of special aptitudes, secure more thorough mastery of subjects by their teachers, and consequently the more enthusiastic, masterful and connected presentation of them.

APPARENTLY an interesting question as to the political rights of the schoolmaster is involved in the relations of Mr. Wells, the democratic candidate for State Superintendent, to the School Board at Manitowoc. Just prior to his nomination Mr. Wells was notified of his election as principal of the high school in Manitowoc. We quote the statement of the case as given in the Manitowoc *Pilot*, which apparently sympathizes entirely with the Board: "Directly after entering into an engagement to teach the school at this place he accepted the nomination for State Superintendent. The board did not choose to employ a man who seemed inclined to give more attention to politics than to his school, and who might be called away at the end of four months. . . . The board was sincerely anxious to get rid of him, but, having promised him the school, they offered him the choice of teaching the school or running for the superintendency." It is this choice which starts the question. The Board may or may not have had other reasons for discontent with the principal whom they had just elected, and they had undoubtedly full authority to act as they did. What we question is the good taste and right reason of the action. Is it indeed true that a schoolmaster who is nominated for the highest politico-educational position in the state, must choose between accepting the nomination and holding the position by which he earns his living? If so, high school principals, since most of them are dependent on their positions for a living, are excluded from candidacy for the State Superintendency. If the doctrine is sound it ought to have been applied to the candidates who have been selected from the Normal Schools; but no one of them has had to make the choice. Doubtless a change of principals at the end of four months is undersirable, but is it accordant with the true American spirit to avoid this by setting up a principle which excludes high school men from the superintendency? In fact, is it wise to say that because his candidacy brings with it some possible inconvenience to a school board therefore the school master must not run for office?

"TWELVE years ago the Prussian Minister of Education advised me, in study-

ing the school system of his country, to begin with the Normal Schools, as they were the key to the merits and defects of all the schools. More and more, everywhere, the value of a national system of instruction depends on the quality and quantity of the prefessional training of teachers, and, if confidence in the system is skaken, here is where we must first look. Unhappily, however, experience abundantly shows that no part of an educational system is so prone to deteriorate, and become not only sterile but injurious; so that normal schools need the most able supervision and inspection to protect them from the peculiar and insidious dangers inherent in the nature of their work." Such is the opening paragraph of Pres. Stanley Hall's article in the *Forum* on The Training of Teachers. The remainder of the paper gives the impression that the most apparent of the "peculiar and insidious dangers inherent in the nature of their work" are neglect of "the first need of teacher," a thorough knowledge of the subjects taught; excessive and unwise devotion to methods; and a certain narrowness which causes them to fail to make their pupils growing men and women who have learned to delight in and seek after the best that has been thought and said in the world. The first point must be interpreted as a protest against extreme professionalism, and a defence of the position that Normal Schools are necessarily schools for general culture. We cannot think that Wisconsin Normal Schools are at present tending to extreme professionalism. The second point is more serious. Ziller called method-cramming "the specific and fatal disease of normal schools." Mr. Hall says: "The rage for analyses of processes that never should be analyzed kills the *naif* and spontaneous in children at every point, and with its impertinent 'hows' and 'whys' pull up every fresh thing in the juvenile mind to see how it grows." Thoughtful observers have watched with misgivings the tendency in profession of teaching here pointed out, and cannot escape the question, is it not better to encourage the spontaneous and natural? We should help the child to develop as he wants to, rather than force him into forms prescribed by our pedantry. Mr. Hall is perhaps extreme in his criticism of the teaching of methods: "Only when a subject is mastered should we study its logic or psychology." The study of method "makes ignorance so easy to conceal that few teachers can long remain proof against such a temptation," so that he has come to regard, insistence upon method "as a bad sign for a student's further development." Method must perhaps be understood here to denote that which may be more appropriately described as devices; for surely the study of the logic of a branch could hardly lead to such results. The warning, however, is useful, for it is precisely in the matter of method-cramming that professionalism most tends to become wooden. As to the third point, we must admit and lament the evil, and hope that the way of escape from it may yet be found.

MANY have withstood the frowns of the world, but its smiles and caresses have hugged them to death.

OUR DRAWER.

AGRICULTURAL EDUCATION.

The friends of the University, and especially those interested in the agricultural department will be pleased to learn that the so-called "Agricultural Bill" has recently been passed by congress. This will secure for the University an annual appropriation of $15,000, a sum sufficiently large to enable the directors of the department to make the agricultural courses more popular. Much has already been done by this department for the benefit of the farmers. Our experiment station has an enviable reputation, not only in the United States and Canada, but also in Europe. The best scientific journals of the world contain frequent references to original investigations conducted at our experiment station. The work, too, has been of direct and practical benefit to our farmers. They are regularly informed as to results obtained through bulletins sent them free of charge. Moreover, the numerous Farmers' Institutes, held during the last two years, which have been so deservedly popular among the farmers, have drawn largely on the agricultural department for assistance. The University has maintained two courses for instruction in agricultural, a long and a short one. These courses have not, however, quite taken the place of an independent agricultural college, and now it is proposed to establish an intermediate course, which, it is hoped, will fully meet the demands of the friends of agricultural education.

President Chamberlin has given this question careful consideration, as will be seen from the following extracts from his communication to the Board of Regents at their last quarterly meeting, held Sept. 16. His suggestions were endorsed by the Board and provision was made for two additional professors in the agricultural department, one an expert in animal husbandry and the other in economic entomology:

In determining the best utilization of this increase of resources in the agricultural college, the general problem of agricultural education comes up for consideration. This problem is one of the most serious that presents itself at the present time; for it involves in its broader reaches the whole question of the country schools. Beyond controversy our educational methods should be shaped with reference to the environment of those to be educated. That which pupils see and feel should enter into their studies to vitalize them, and in turn, that which pupils study should enter into that which they see and feel to vitalize it. There should be an interaction between the observations and experiences of life and the studies of the school room. Both are the gainers thereby. The city school system should be shaped with reference to urban conditions; the country school system with reference to rural conditions. At present the city school system is essentially complete in form, from the primary to the university. The connections along urban lines are fairly complete, and are growing into fuller completeness year by year. The urban schools are fairly

well adapted to their environment and are improving their relationships continually. But the rural system is yet radically defective. The country school is an initiation of the city school. It lacks almost totally adaptation to rural conditions. It is isolated by the nature of its surroundings and has no vital connection with the higher schools. If the country boy or girl is to attain a higher education it must be accomplished through the city schools. There is a gap unfilled between the country schools and our long agricultural course. The short course falls in this gap but does not fill it. It has been my conviction, growing deeper as I study the problem of our state system, that to become complete and thoroughly efficient it must be bilateral. There must be an urban side and there must be a rural side. This latter should be complete in its own kind from the country school to the graduate course of the agricultural college. The first step is obviously to introduce a course which shall connect the country school with the long course of the agricultural college. Then it will be possible for the country pupil to pursue appropriate lines of study from his entrance upon the district school to the most advanced agricultural investigative study. The institution of such a course will however be but a step toward the development of a true rural system of education. As before remarked, the country school is but an imitation of the city school, and is a rural school in the sense that it is located in the country. To make it a true rural school there must be introduced into its subjects of study vitalized by the observations and experiences of country life, and that will in turn vitalize and give intelligence to that life. More specifically there must be introduced elementary sciences which draw their illustrations from farm life and which have their applications to farm life, When this is done one step will be taken toward vitalizing the now lifeless country school. To accomplish this it is necessary that these elementary agricultural sciences should be put into the form of text-books suitable for such use. This is a difficult task, but work is already in progress in this direction.

A still more essential factor in the country school problem is an adequate supply of properly trained teachers. These can only be supplied by agricultural schools of the higher grade, directly or indirectly, chiefly the latter.

Before we can make any notable advance toward the radical solution of the country school problem we must provide a series of agricultural schools which form a gradation from the country school up to the graduate courses of a high agricultural college. The middle members of the series may furnish directly some teachers to the country schools, but the greater dependence must be placed on the advanced courses which will prepare thoroughly equipped instructors, who in turn, through agricultural normal courses, [normal courses with agricultural phases, preferably in existing normal schools] may prepare teachers in large numbers for the country schools, which will themselves then begin to prepare their own teachers in some measure. The complete solution of the problem will doubtless only be reached when it shall become practicable to establish township schools with a distinct agricultural phase. These schools

will then be the chief producers of teachers for the country schools. The outline, as will be seen, is remote in accomplishment, but I see no shorter method that is practicable. In any event, the process will be a long one and results will come slowly but they will be immeasurable when they are reached. The greatness of the result and the length of time necessary to reach it, make the more urgent the need of beginning at once and pressing on with the utmost practicable vigor.

By the introduction of a course which shall bridge the gap between the highest reach of the country school and the lowest reach of a long agricultural course, we will bridge the chasm and inaugurate the processes by which, at length, the regeneration of the country school may be accomplished. I therefore recommend the establishment of a middle course, lying in some sense intermediate between our present short course and our long agricultural course, and that the requirements for admission to it embrace the studies which the law prescribed for the district school; that it extend over two years and that it be given two phases, one of which will look directly to practical agriculture and the other to preparation for the long or full agricultural course. It is proposed that the agricultural botany, agricultural physics, agricultural chemistry and economic entomology, each pursued through a full year, shall constitute two-thirds of the work of the course; the remaining one-third, in the practical phase of the course to be made up of the lectures of the short course and of shop work and practical agricultural work; while in the form which is intended to lead on to the long course algebra and geometry will constitute the remaining third of the course. It is proposed that these mathematical studies shall be pursued outside of the university, through provisions to be arranged therefor. For the present year it is proposed to begin this course in January in connection with the short course and make the two identical for the winter term. The new course will continue on through next year.

THOSE ENGLISH NAMES.

DEAR SIR: Referring to list of proper names from *Normal Herald*, in August JOURNAL, I find that (aside from the last word misspelled) there are four words pronounced differently and correctly:

	WORCESTER'S PRONUNCIATION.	WEBSTER'S PRONUNCIATION.
Bulwer,	Bulwer,	Boolwer, never Buller.
Cowper,	Kowper or Cooper,	both giving the first the preference.
Brougham,	Broo-am or Broom,	Broo-am.
Hawarden,	Not found in Worcester,	Hawarden.

Webster says there is a word Harden pronounced Harden. I have not the century dictionary. If I were in your capitol library I would like to see what that *latest* authority says. Respectfully,

WEST SUPERIOR, Wis. *E. P. Beebe.*

STATISTICS OF CITY SCHOOLS.

From the forthcoming report of the State Superintendent we are permitted to take following:

STATISTICS OF THE FORTY-THREE CITIES THAT ARE UNDER CITY SUPERINTENDENTS.—THE FIGURES ARE STILL SUBJECT TO SOME SLIGHT REVISION.

	1888–89.	1889–90.
Census of children between 4 and 20	157,895	167,666
Census of children between 7 and 14	75,019	78,016
Children between 7 and 14 who attended public school 12 weeks or more	46,309	50,876
Children between 7 and 14 who attended private school 12 weeks or more	18,260	20,631
Enrollment in public schools	74,527	76,874
Average daily attendance	49,922	52,332
Teachers employed	1,459	1,513
Teachers holding state certificates	92	103
Normal teachers—graduates	295	302
Normal teachers—non-graduates	187	149
Average of highest salaries to male teachers	$1,265	$1,335
Average of average salaries to male teachers	1,057	1,074
Average of highest salaries to female teachers	560	572
Average of average salaries to female teachers	391	391
Volumes added to library this year		4,824
Total number of volumes in libraries		27,526
Number public kindergartens mentioned		35
Number teachers employed in kindergartens		64
Number pupils enrolled in kindergartens		4,855
Milwaukee Kindergartens, number maintained		23
" " teachers employed		45
" " pupils enrolled		3,753
Berlin Kindergartens, number maintained		4
" " teachers employed		4
" " pupils enrolled		332
Sheboygan Kindergartens, number maintained		2
" " teachers employed		7
" " pupils enrolled		441

FROM FOREIGN COUNTRIES.

RUSSIA. Here are a few interesting facts and figures of the Russians. On the authority of the London *Star* it is asserted that according to official reports, Russia, with the exception of the province of Finland, in 1888 issued *7,427 publications*, the total editions being 23,107,272 copies. Of these, 5,318 publications in 17,395,050 copies were in the Russian language, and 2,109 publications in 5,708,222 copies were in foreign languages. Of the latter, 716 publications in 1,888,631 copies were Polish; 343 publications in 1,004,692 copies were Hebrew; 311 publications in 514,149 were German; 217 publications in 707,050 copies were Lettish; and 178 publications in 794,850 copies were Esthunian. Of the Russian works, 720 in 333,182 copies were of theological and religious contents; 150 works in 545,662 copies were juvenile literature; *60 publications in 64,818 copies were educational;* and 46 works in 62,960 copies were philosophical in

contents.— These literary statistics of Russia, which are probably the first trustworthy data ever published on this point, put Russia in a very favorable light when compared with the activity of other nations. It surpasses both *England* and *America*, as the former in 1888 reported *6,591 separate publications*, including new editions and translations, and the latter only *4,631 works* during the same twelve months. An explanation of this phenomenon is probably to be found in the fact that England is not a book-buying but a circulating library nation, and in America the great magazines and monthlies interfere not a little with the production of book-publications. Strange to say, *Italy*, during the same year, reports no less than *10,863 new publications*, and quite naturally *Germany* leads all the rest with the enormous total of exactly *17,000 publications*. In recent years the German book market has increased its productions by about 1,000 annually. And then Germany is that one among the nations translating fewest books. Her literary activity is simply phenomenal.

EGYPT. In 1875 Egypt had 4,232 elementary schools with 4,343 teachers; in 1887, 6,639 schools with 7,244 teachers. Education is not compulsory, and the teachers are paid by fees. Besides these schools there are seventeen supported by the administration with 2,000 pupils. In the chief villages the well-to-do cultivator educates his own children and those of his dependents by engaging poor students as tutors. Education is mainly confined to the reading of the Koran.

BULGARIA. In 1888 Bulgaria had 2,000 local schools. For education the state grants a yearly subvention of two million francs ($400,000). Education is obligatory for a period of four years. About 70 per cent. of the Bulgarian army cannot read or write.

NORWAY. Education is compulsory, the school age being six and a half in town and seven in the country, until fourteen. The number of public elementary schools in 1866 (the latest date for which statistics are available) was 6,340 with 288,694 pupils; the amount expended on them being 4,743,036 kroner ($1,186,000) raised for the greater part by a tax levied in every parish. There are twenty-two communal secondary schools, twenty-nine middle-class public schools, and seventeen superior public schools with a total of 5,500 pupils. There are sixty private secondary and supplementary schools (forty-two for girls) with 7,700 pupils. Christiania has a university which was attended in 1888 by 1,720 students. The university has a subsidy of 485,060 kroner ($120,000) from the state.

SWEDEN. This Kingdom has two universities, at Upsala and Lund; the former frequented by 1,816 and the latter by 872 students in 1889. Education is well advanced in Sweden. In 1888 there were seventy-eight public high schools with 14,030; twenty-three peoples' high schools, 870 pupils; thirty normal schools both for high and normal school teachers, 1,385 students; two high and four elementary technical schools; nine navigation schools, 438 pupils; nineteen institutions and schools for deaf-mutes; besides medical, military, veterinary and other special schools. Public elementary instruction is gratuitous and compulsory, and children not attending schools under the supervision of the govern-

ment must furnish proofs of having been privately educated. In 1888 there were 10,338 elementary schools with 12,878 teachers and 707,959 pupils, being quite 94 per cent. of all the children between 7 and 14 years of age. In 1887 the expenditure on elementary education was 11,624,612 kroner (about $3,000,000) of which more than one-fourth came from the national funds. Among the army recruits of 1885 only three tenths of a per cent. were unlettered.

PRINCIPALS OF FREE HIGH SCHOOLS IN WISCONSIN.

When the name of both school and principal is in *Italics* the school has been added to the list this year. When the name of the principal is in *Italics* he is new to the position.

Ahnapee ..... *Henry K. White.*
Alma ..... *J. O. Hoenes.*
Almond .....
Antigo ..... *J. E. Hoyt.*
Appleton ..... *O. H. Ecke.*
Arcadia ..... *E. S. Stevens.*
Argyle ..... *W. H. Shulz.*
Ashland ..... J. M. Turner.
Augusta ..... L. W. Wood.
Avoca ..... *John E. Nordolf.*
Bangor ..... *C. E. Lamb.*
Baraboo ..... L. H. Clark.
Barron ..... *F. F. Wook.*
Bayfield ..... J. L. Thatcher.
Beaver Dam ..... H. B. Hubbell.
Belleville ..... *A. J. Olson.*
Beloit ..... W. S. Axtell.
Berlin ..... A. F. Rote.
Black Earth ..... E. W. Walker.
Black River Falls .. Dwight Kinney.
Bloomer ..... *J. F. Gibson.*
Bloomington ..... *S. E. Pearson.*
Boscobel ..... *J. A. Tormey.*
Brandon ..... D. S. Gibbon.
Brodhead ..... *F. E. McGovern.*
Burlington ..... C. W. Rittenberg.
Cadott ..... J. C. Churchill.
Cambridge ..... *D. K. Tone.*
Cassville ..... *C. A. Harper.*
Chetek ..... *R. H. Mueller.*
Chilton ..... P. H. McGovern.
Chippewa Falls .... *G. S. Parker.*
Clinton Junction ... H. R. White.
Clintonville .....
Colby ..... J. F. Sims.
Columbus ..... *L. M. Raberts.*
Cumberland ..... *A. E. Brainerd.*
Darlington ..... *Geo. E. Cabanis.*
Delavan ..... *J. H. Hutchison.*
De Pere ..... F. W. Bucholz.
Dodgeville ..... L. L. Clark.
Durand ..... J. W. Nesbit.
East Troy ..... *A. N. Fletcher.*
Eau Claire ..... *M. S. Frawley.*
Edgerton ..... *F. M. Jack.*
Elkhorn ..... *J. T. Edwards.*
Elroy ..... J. A. Slonaker.
Evansville ..... *L. E. Gettle.*
Fennimore ..... *F. L. Churchill.*
Florence ..... F. W. Barker.
Fond du Lac ..... I. N. Mitchell.
Fort Atkinson ..... D. D. Mayne.
Fort Howard ..... Otis R. Larsen.
Fox Lake ..... *W. N. Parker.*
Frankliu ..... M. R. Wilkinson.
Fremont ..... *H. K. Kneip.*
Friendship ..... *Jno. Purves.*
Glenbeulah ..... Mina R. Whiting.
Grand Rapids ..... Wm. G. Leuhr.
Green Bay ..... *Jno. A. Hancock.*
Hartford ..... P. T. Nelson.
Hazel Green ..... H. B. Lathe.
Highland ..... Chas. Johnson.
Hillsborough ..... E. V. Wernick.
Horicon ..... J. H. Derse.
Hudson ..... A. E. Schaub.
Humbird ..... *J. W. Ames.*
Janesville ..... *F. W. Cooley.*
Jefferson ..... J. G. Adams.
Juneau ..... E. C. McClelland.
Kenosha ..... *Frank Cleary.*
Kewaunee ..... M. McMahon
Kiel ..... A. W. Dassler.
Lake Geneva ..... J. H. Gould.
Lake Mills ..... H. L. Terry.
Lancaster ..... C. R. Showalter.
Linden ..... G. E. Dietrich.
Lodi ..... O. J. Schuster.
Madison ..... E. J. McEwan.
Manawa ..... Alonzo McKinley.
Marinette ..... *C. M. McMahon.*
Marshall ..... W. A. Hodge.
Marshfield ..... F. E. Hamlin.
Mauston ..... W. L. Morrison.
Mayville ..... *L. S. Keeley.*
Mazomanie ..... *R. Skiff.*

Menasha .....H. J. Evans.
Merrill .....H. J. Bowell.
Merillan .....T. H. Lage.
Middleton.....*G. Wehrle.*
Milton .....*W. S. Freeman.*
Milton Junction ...A. G. Sears.
Mondovi .....*A. M. Locker.*
Mineral Point .....*A. R. Jolley.*
Monroe .....*J. A. Mitchell.*
Montello .....F. W. Meisnest.
Montfort .....*Jno. M. Quick.*
Mount Hope .....*J. F. Grindell.*
Muscoda .....L. H. Allen.
Necedah .....Wm. F. Sell.
Neenah .....C. W. Cabeen.
Neillsville.....E. B. Oakley.
New Lisbon.....*B. F. Parkinson.*
New London .....*Henry Weld.*
New Richmond....W. H. Williams.
Oak Creek.....*J. E. Roetz.*
Oakfield ..... .C. H. Elkinton.
Oakwood .....P. J. O'Shaughnessy
Oconomowoc .....*E. E. Beckwith.*
Oconto .....*C. A. Brigden.*
Omro.....Frank T. Tucker.
Onalaska .....*Taylor Frye.*
Oregon .....Arthur Sholtz.
Pepin .....D. E. Cameron.
Pewaukee.....E. W. Pryor.
Plainfield .....*Mary J. Gillan.*
Platteville.....*Chas. M. Fox.*
Plymouth.....O. Gaffron.
Portage.....W. G. Clough.
Port Washington ..B. H. Meyer.
Potosi .....F. K. Shuttleworth.
Poynette.....Jas. Melville.
Prairie du Chien...F. G. Kraege.
Prairie du Sac.....John Jones.
Prescott .....Jas. Goldsworthy.
Racine .....A. J. Volland.
Reedsburg .....Allen B. West.
Rhinelander.....A. D. Prideaux.
Rice Lake.....*C. D. Kipp.*
Richland Center...T. H. Haney.
Ripon .....M. H. McMahon.
River Falls .....R. B. Hazard.
Sauk City.....*J. H. Rœssler.*
Sextonville .....*Joseph Schafer.*
Seymour.....*I. D. Travis.*
Sharon .....J. G, Skeels.
Shawano.....W. H. Hickok.
Sheboygan .....J. E. Riordan.
Sheboygan Falls. ..
Shell Lake.....*J. A. Jeffery.*
Shullsburg.....*M. M. Warner.*
South Kaukauna...*Jno. F. Conant.*
Sparta .....J. W. Livingston.
Spring Green.....W. A. Cundy.
Stevens Point .....*Henry A. Simonds.*
Stockbridge .....*L. M. Kraege.*
Stoughton.....C. F. Cronk.
Sturgeon Bay .....Wm. O. Brown.
Sun Prairie .....I. M. Buell.
Tomah .....G. W. Reigle.
Two Rivers .....C. O. Marsh.
Unity.....E. T. Johnson.
Viroqua .....*J. H. Martin.*
Walworth.....*Wm. S. Edwards.*
Washburn .....*H. W. Rood.*
Waterloo .....W. J. Hoskins.
Watertown.....C. F. Viebahn.
Waukesha.....*Geo. E. Reed.*
Waupaca .....F. A. Lowell.
Waupun, Dodge Co. F. C. Howard.
Waupun, Fond du Lac Co., F. C. Curtiss.
Wausau .....*J. A. Eakin.*
Wauwatosa .....A. W. Smith.
Westfield .....*Myron E. Baker.*
West Salem .....A. E. Buckmaster.
West Bend.....D. T. Keeley.
West De Pere .....Chas. Mains.
Weyauwega .....S. F. Grubb.
Whitewater .....C. H. Sylvester.
Wonewoc .....T. C. Morrow.

IN THE SCHOOL ROOM.

SUGGESTIVE PARAGRAPHS.

—Superintendent Marble, of Worcester, in his late report of common schools of that city, has "made things lively" in his straightforward discussion of the methods of High School instruction there prevailing. He hits squarely a growing evil in our High Schools, in the admission of shoals of young people who have no serious interest in severe study, and who make the High School of the town a semi-social rather than an educational establishment. He evidently believes in a thorough "weeding out" of the entire class thus deporting them-

selves, and a general "reining up" of teachers and pupils to the stringent work becoming "the college of the masses." He also calls marked attention to the mischief wrought by the growing habit of excessive miscellaneous reading, stimulated by the free libraries, by pupils of all grades, and recommends discretion in this direction.—*Pop. Educator.*

—Dr. Hale, in a recent address, said: We prepare students now for examination, not for life. The main business of a school is to fit children to *live.*

—Our great thoughts, our great affections, the truths of our life, never leave us. Surely they can not separate from our consciousness, they shall follow it whithersovever it shall go, and they are of their nature nature divine and immortal.—*Thackeray.*

—*Things to be Remembered.*—That the tongue is not steel, yet it cuts. That cheerfulness is the weather of the heart. That is is better to learn to say "no" than to be able to read Latin. That cold air is not necessarily pure, nor warm air necessarily impure. That grand temples are built of small stones, and great lives made up of trifling events. That life's real heroes and heroines are those who bear their own burdens bravely, and give a helping hand to those around them. That hasty words often rankle in the wound which injury gives, and that soft words assuage it; forgiveness cures, and forgetfulness takes away the scar.

—The child has a natural ear for metre and rhythm. In repeating a familiar lyric from *Mother Goose*, that classic of the nursery, he renders the opening couplet at once as,

"Mistress Mary,
Quite contrary;"

but ten or twenty years later, when he has lost this childish sensitiveness to the music of verse, you cannot depend on his reading in *Hamlet*, "Our wills and fates do so contrary run." Ten to one, he will give it, "Our wills and fates do so contrary run," in utter unconsciousness that he has made prose of it. To the child metrical analysis of a line is easier than the grammatical analysis, and half an hour's oral instruction will give him an understanding of the leading forms of English verse—iambic, trochaic, anapestic, and dactylic—technical terms and all; that is if he is led to deduce the essential facts and principles for himself from the poetry, as illustrated in the notes to *English History.* His mastery of the subject should be tested by requiring him to find other examples of the various metres (except, perhaps, the *dactylic*,) not limiting the search to the book in hand.—*Hints for Teachers, Harper & Bros.*

SOME TEACHING DEVICES.

To Prevent Copying in Arithmetic.—Children copy from each other because (1) the work is too difficult for them; (2) they are slower than the majority of the class, but do not like to stay behind; (3) they have not enough self-confidence; or, (4) they are too lazy to work for themseles. For the first class, either the teacher must be willing to remain after school and help them, or the

class must enter a lower grade. Give the second class more time than the quicker ones, and the first chance of showing their work and of answering, allowing the quicker pupils meanwhile to work out problems placed on the board, or providing them with other suitable work; or name a certain time in which the work must be be done, allowing ample time for the backward ones; then very gradually shortening the time until they no longer hinder the progress of the class as a whole. The third class need principally generous and constant encouragement, mixed with judicious praise, and such trust in the teacher's willingness to help that they would rather ask him or her than any one else. With the lazy class I have not much sympathy; I should *make* them work. If patience, kindness and all kindred measures did not do so, they would have to encounter the opposite in no little degree; but work they *must*, both for their own sakes, their own generation and future ones, if—and this is a very serious "if"— the case is *real* laziness and not a result of a weak constitution or passing ill-health.—*Ex.*

In Primary Reading.—Another device, which I use for review, is to print each word or phrase as soon as learned on pasteboard cards. (I use old boxes cut up.) These cards may be arranged on a table or even on the platform. Let the children stand round the table while the teacher makes sentences by pointing to different words; or the teacher may hold up to the class one word after another till a whole sentence has been presented. Then let some one give the sentence. This reading from the cards is excellent for a class which finds it hard to take in and repeat a whole sentence. These cards may be used in another way. The pupils my be required to pick out and arrange in sentences, given words. A whole lesson may thus be arranged sentence by sentence before the children see it on the chart. In this way the children will become familliar with the words of the lesson without that unpleasant going over and over the same thing.—*Pop. Educator.*

A Geography Game.—This game has for a foundationg some directions found in an old school paper year ago. Each pupil is to be prepared with pencil and paper. I allow a certain time, say five minutes, for writing all the geographical names beginning with a certain letter which I name, after all directions are given. At the end of the time, the one who has the largest number of names tallies ten. One pupil is called upon to read his list. As he names each, those who do not have it, raise hands. If no other has the word, if he can tell of what it is the name and where it is, he tallies a number equal to all in the game excepting himself. Otherwise each of the others tallies one. After his list is finished, others are called upon, until all names are read. Then tally marks are compared and the winner announced.—*E. C. Powers.*

In Spelling.—Being a teacher in the Sixth Class Grammar, and having been greatly bothered with spelling, I have tried and planned many ways that the children may not be tired of spelling and yet be benefitted. Perhaps they may help some of you. Let the children try to spell every word and name they use.

Monday. Have the Spelling from Readers.
Tuesday. " " " " Geography.
Wednesday. " " " " Spellers.
Thursday. " " " " an "Extra."

Sometimes I have it from another Spelling Book and sometimes from some other lesson.

Friday. Have the spelling a review of the week. This can be varied; spelling match; written on slate and corrected by children; written on paper, with pencil or ink—making it the writing lesson for that day; or given in a sentence, spelling the word thus:

Scissors. The scissors were sharpened for twenty cents.

Have a blank book and copy each day's lesson in it. It is good for reference many times.

Have a book to put words that bother them; (not words alone, by the way) and they can be given some day in a ditctation lesson.—*Ex.*

For Beginners in Geography.—While studying the definitions for mountain, hill, isthmus, gulf, river, island, etc., have one child bring a looking glass (as large a one as he can get); another, a box of sand; another, three or four small stones of different sizes; another, two or three larger ones, though not large enough to crush the glass.

During recitation, place the glass on the floor, and empty the box of sand on it. Ask who can form a continent on the glass, of the sand; or *send* some one to do so. While this is being done, or when it *is* done, ask for a definition and see if all agree that what has been formed on the glass represents a continent; do this after each definiton.

Send another to form a bay; another, a mountain or hill, using the stones; another a creek, pond, cape, and so on until all the forms are definitely fixed in the mind. The glass represents the water. Another day have stones enough to make a mountain chain and system; with the small stones, build up a mountain with an opening in the top, into which insert a piece of paper, lighted, and you have a partial representation of a volcano.

This can be done every day for a week, with profit and interest, and, afterward, occasionally on review. I never have any trouble with these terms afterward.

In Current Events.—In the school of a friend, the pupils are supplied with copies of a good weekly newspaper, and on one afternoon of each week the reading book gives place to that. This is one good way of teaching current events. In another school, each pupil occasionally is requested to bring some item of interest from the newspaper. In still another, the principal gives a brief summary of current events before beginning the regular work of the day, omitting the talk if nothing of importance has occurred. Another excellent way of managing the matter, is to appoint certain scholars to report on Friday afternoon on topics assigned, as, Charities, Politics, Temperance, Literature, etc.

Different pupils should be appointed each week, until all have been chosen. These reports might be given at times in writing; at times, orally, in that way helping the children in the use of written language, and in the art of conversation.—*Ex.*

QUESTIONS IN GEOGRAPHY.—1. Name twelve forest trees found in Wisconsin.

2. In what counties of the state do the forests give rise to the chief industries?

3. Name as many kinds of manufactories using forest growths for their material as you can think of.

4. Name the kinds of grain grown in Wisconsin.

5. What minerals are now obtained in this state, and where are the chief mines?

6. Name eight main railway lines in this state.

7. Name the ten chief cities of the state in the order of their importance.

8. What canals are there in Wisconsin?

9. What towns in Wisconsin were important centers of the fur trade?

10. What counties in this state have at present no railroads?

PROBLEMS IN ARITHMETIC.—1. A farmer, whose property is assessed at $9600, pays on the dollar, 1¾ mills for township rates; 1¼ for county rates; 1½ for railway bonus; and 2½ for school rate. How much does he pay in all? *Ans.* $67.20.

2. On June 29th, 1890, I borrowed $16.50 to be returned April 30, 1892. With interest at 6½ per cent., what amount must I then pay? *Ans.* $18.47.

3. In what time would a field, 80 by 60 rods, pay for underdraining lengthwise, at 2 cents per foot, if the field yields 2 bushels, at 66 cents, per acre more than before draining? The drains are 4 rods apart, and the first drain runs down the centre of the field. *Ans.* 10 years.

4. If 18 men do ⅔ of a piece of work in 30 days of 10 hours, in what time should 15 men do the whole, working 9 hours a day? *Ans.* 60 days.

5. Two men start from the same point at the same time to walk in the same direction around a block of land 1¼ mile on each side. A goes at the rate of 4 miles and B 3 miles an hour. How far will A walk before he overtakes B? *Ans.* 20 miles.

SOME USEFUL EXERCISES.

SCIENCE QUESTIONS FOR CHILDREN.—1. What part of a river does the water flow fastest?

2. What makes water bubbles?

3. Why does wood float on water, while stones sink in it?

4. Where does the coffee stand highest, in the coffee-pot or in its nose?

5. What makes the brook muddy after a hard rain?

6. How does it get clear again?

7. What makes the water in the brook run?

8. Is the bottom of the brook the same in all places?

9. Where is the bottom pebbly and where is it muddy?

10. What does the brook do to its banks when the water is high?

SPELLING TESTS.—Divide the following into parts of suitable length for a dictation lesson, to test the skill of pupils in spelling:

"The most skillful guager I ever knew was a maligned cobbler, armed with a poniard, who drove a peddler's wagon, using a mullein stalk as an instrument of coercion, to tyrannize over his pony shod with calks. He was a Galilean Sadducee, and he had a phthisicky catarrh, diphtheria, and the bilious intermittent erysipelas. A certain Sibyl, with the sobriquet of 'Gypsy,' went into ecstacies of cachinnation at seeing him measure a bushel of peas, and separate saccharine tomatoes from a heap of peeled potatoes, without dyeing or singeing the ignitible queue which he wore, or becoming paralyzed with a hemorrhage. Lifting her eyes to the ceiling of the cupola of the capitol to conceal her unparalleled embarrassment, making a rough courtesy, and not harassing him with mystifying, rarefying, and stupefying innuendoes, she gave him a couch, a bouquet of lilies, a mignonette and fuchsias, a treatise on mnemonics, a copy of the Apocrypha in hieroglyphics, daguerreotypes of Mendelssohn and Kosciusko, a kaleidoscope, a dram phial of ipecacuanha, a teaspoonful of naphtha, for deleble purposes, a ferrule, a clarionet, some licorice, a surcingle, a carnelian of symmetrical proportions, a chronometer with a movable balance wheel, a box of dominoes, and a catechism. The guager, who was also a trafficking rectifier and a parishioner of mine, preferring a woolen surtout (his choice was referable to a vacillating, occasionally-occurring idiosyncrasy), wofully uttered this apothegm: 'Life is checkered; but schism, apostacy, heresy, and villainy shall be punished.' The Sybil apologizingly answered: 'There is a ratable and allegeable difference between a conferrable ellipses and a trisyllabic diæresis.' We replied in trochees not impugning her suspicion."

GEOGRAPHY.

In physical geography the country teacher has many advantages which the city teacher must necessarily lack. Every country child has seen hills, rivulets, islands, peninsulas, capes, ponds, and springs; is familiar with vegetation and the conditions of its growth, names of many ordinary plants; domestic animals, some few wild ones, and their habits;—in short, has a variety of images upon which to draw when he attempts to picture his physical geography. The seasons, with their attendant circumstances, are familiar to him. He has seen the sun rise as often as he has seen it set. He learns to tell the time of day by the height of the sun; to predict the weather by the wind and clouds. What more could a teacher ask?

This stock of images should be used to its utmost in teaching the logical phase of physical geography and the imaginative phase. Draw on his knowledge of the wearing away of creek-banks, even of the ridges of furrows, by running water, to exemplify this general truth and to understand the courses rivers make for themselves. His knowledge of the difference of soil in the woods, in the corn-field, and in some unsheltered, uncultivated spot, will enable

him fully to understand the effects of vegetation on soil. His experience with dew, frost, snow, hail, fog, will give him a fine basis on which to build his knowledge of the forms of water and atmospheric elements. His actual contact with the shapes of land will enable him to put a definite content into the terms for these shapes. Descriptions of foreign lands, foreign plants, and foreign animals can be readily built up in imagination from the scenery, plants, and animals with which he is familiar. What more could a teacher ask? Observations of the sun, moon, and stars, furnish a basis for the motions of the earth, the zones, the equator,—all of mathematical geography desirable to be taught.

In political geography we are somewhat more limited in material. The child is as familiar with the institutions of the Church and the Family as his city cousin, but he knows only the individual school. He does not feel himself a part of a great system of education. He knows nothing of school board, or principal, or superintendent, and can form but a vague idea of the meaning of county board, county superintendent, state superintendent. His idea of county superintendent is that of a grim annual visitor who looks dreadfully wise, and cross, and who asks hard questions. In the institution of Society he is still more at sea. What can he know of the vast social body bound together by universal laws? He knows that when he goes on his rare visit he is dressed up in his Sunday best, puts on his Sunday manners, and is as apt to be uncomfortable as to have a good time. He learns to amuse himself (when he is done with the everlasting chores), and feels under obligations to no one except his family. Insulated as it were from his neighbors, what conception can he form of Society in general? In the institution of Industry or Business, what chance has he to grasp the vast industrial systems of a country, the immense manufactories, the wholesale houses, monopolies, banks, commerce, all the great modern machinery of trade? The weekly visit to the town with produce, and the weekly or monthly supply of groceries, and clothing, sum up his knowledge of Business. The car load of cattle he has seen loaded on the train, and his rides to and from some distant relative constitute his knowledge of commerce and railroads. Of canals, of steamboats, of ocean traffic and all foreign commerce he has but the dimmest conception. He is worse off when he approaches the institution of the state. His whole knowledge of this consists nearly always of the isolated fact of an election occasionally in his neighborhood, and perhaps a few rallies during a campaign. Ninety-nine times out of a hundred the President or the Governor, the Congress or the Legislature, are no more to him than the Queen of England or the English Parliament. He has perhaps heard of laws, but he knows nothing of courts, lawyers, judges, sheriffs, or policemen, save as a breath from the city wafts an echo of the ideas to him. He is absolutely without any basis at all for forming a conception of a King, or an Empire, or a Despotism, as distinct from a Republic. He has but little idea of the meaning of republic even. He is almost as free here in America, on a farm, as if he were alone on an isolated island of the Pacific. The capital of a country is nothing more to him than a big town. A hundred thousand people means just as much

to him as a hundred million. Unless he has been in a large city he has no more conception of one than he has of the planet Mars. We have experienced all these difficulties and know whereof we speak.

HANDY THINGS TO KNOW.

A rod is 16½ feet, or 5½ yards.
A mile is 320 rods.
A mile is 1760 yards.
A mile is 5280 feet.
A square foot is 144 square inches.
A square yard contains 9 square feet.
A square rod is 272¼ square feet.
An acre contains 43,560 square feet.
An acre contains 4,840 square yards.
An acre contains 160 square rods.
A section or square mile, contains 640 acres.
A quarter section contains 160 acres.
An acre is 8 rods wide by 20 rods long.
An acre is 10 rods wide by 16 rods long.
An acre is about 208¾ feet square.
A solid foot contains 1728 solid inches.
A pint (of water) weighs 1 pound.
A solid foot of water weighs 62½ pounds.
A gallon (of water) holds 231 solid inches.
A gallon of milk weighs 8 pounds and 10 ounces.
A pint (of water) holds 28⅞ solid inches (28.875).
A barrel (31¼ gallons) holds 4⅛ solid feet (4.211).
A bushel (struck) contains 2150 solid inches.
A bushel (heaping) contains 1¼ struck bushels.
A struck bushel contains about 1½ solid feet.—*Exchange.*

ENGLISH VS. AMERICAN.

That which we call a bowl is here known as a basin. In England you ask for a basin of bread and milk.

That which is known to us as a pitcher is here called a jug.

A donkey is here called a moke; in America a moke is a negro.

Local slang for a cab horse is "cat's meat," because the meat of horses is peddled around the streets for feeding to cats.

What we call crackers are called biscuit, and I suspect that this is strictly correct.

What we call shoes are here known as boots, and what we call boots are here known as bluchers.

Our druggist is here a chemist, many of the older practitioners retaining the old spelling — "chymist."

What is here known as a hash we should call a stew, and what we call a hash is here known as a mince.

In England our overcoat becomes a great coat, our undershirt becomes a vest, and our drawers become pantaloons.

What we call sick the Englishman calls ill; sickness here implies nausea and vomiting.

Here they call a street car a train; correct. Here, too, an elevator is a lift, and that is right.

What we call a telegram is here called a telegraph; it will probably never be determined which of these usages is the better. Our postal card is here a post card; cuffs become wrists.

That material known to us as canton flannel is here called swan's down, and our "muslin" is known hereabouts as "calico.'

Our "locomotive" becomes "engine," and our "conductor" is here a "guard."

What we call "stewing" (culinary term) the British call "simmering"; our "lunch" is here a "luncheon," and our "baggage" becomes "luggage."

Our "wheat" is called "corn," and our "corn" is called "trotters."

A "chill" is here called a "rigor," and the eruption commonly known among us as "hives" is here known as "nettle-rash." Candy is known variously as "sweets," "sweetmeats" and "lolly."

The word "apt" is exceedingly popular here. It is "apt to rain," "apt to be muddy," a man is "apt to go down town," a bank is "apt to suspend," etc. Even the best prints use this word as a synonym for "likely" and "like." Another barbarism everywhere prevalent in the United Kingdom is the use of the adverb "directly" for the conjunction "as soon as"—*e. g.*, "directly he went out I shut the door."—*Chicago News.*

OUR BOOK TABLE.

THE NEW WEBSTER'S DICTIONARY.

WEBSTER'S INTERNATIONAL DICTIONARY, is the title chosen for the last revision of the great work which as the unabridged, has become the leading authority on the English language. The title is well chosen, for it points to the fact that the language which it so ably analyzes has in recent years made enormous strides toward supremacy, and also to the fact that this Dictionary of it has become the world's English Dictionary. The new book is a little wider and half an inch longer than its predecessor, and contains 2118 pages, while the other had 1852. It is essentially a new book. Every page of it bears evidence of the thorough and careful work which has been expended on the revision.

There are of course large additions, but there are also noteworthy abridgments which are for the convenience of the user. They appear everywhere, in the etymologies and definitions, in the illustrations, in the appendices, but we fail to find one which is not an advantage. The additions are also in all parts. The largest additions to the vocabulary are of course in scientific and technical terms, which the wonderful advances of the last decade have rendered necessary. These have been prepared by competent scholars and are full, clear and abundantly illustrated. The change in the etymologies is great, bringing them up to the present stage of knowledge and so arranging them as to show as fully as possible the history of the word. In pronunciation there are, of course changes in a living language, and in looking for them the student will be struck with some changes also in the diacritical marks, which, we believe, are advantageous. The definitions of Webster have always been excellent for brevity and clearness; it is therefore more surprising to find in the new edition marked improvement in these respects. Almost any page will reveal it to one who compares the two editions word for word. The title page is preceded by eight colored plates of seals and the flags of various nations. To the introductory matter a list of authors quoted as authority for the forms and uses of words, a brief but valuable list of Indo-Germanic roots in English, prepared by the eminent Professor August Fick, of the University of Gœttingen, and an explanatory note on the revised etymologies. The Brief History of the English Language, prepared originally by Prof. Hadley, has been recast to conform to the present state of knowledge by G. L. Kittredge, of Harvard University. To the appendices have been added an account of the Metric System of weights and measures and the Gazetteer, or Geographical Dictionary which appeared in the latest revisions of the former edition. The Dictionary of Noted Names of fiction has been considerably abridged, and, with the other parts of the appendix, brought down to date. A comparison of the classified collection of pictorial illustrations—an exceedingly useful feature of the work,—shows at a glance what a change has taken place in this department. We miss some useful things, which have had to give way to new and necessary additions. Great attention has evidently been given to the accuracy and artistic excellence of the illustrations. The great dictionary has always been a marvel in its mechanical make up, which is not only maintained in the new volume, but increased by the addition of Denison's improved index at the edges of the volume with guide letters on the covers and on each page to facilitate its use. This edition has been in preparation for more than ten years by a large corps of editorial laborers, and cost the publishers, before the first copy was printed, more than three hundred thousand dollars. It is a monument of thorough scholarship and patient labor, and in every way worthy to succeed its predecessor as the foremost dictionary of the English language and an indispensable aid to every reader and user of English.

GRAPHIC METHODS IN AMERICAN HISTORY.

SCRIBNER'S HISTORICAL ATLAS OF AMERICAN PROGRESS, showing by Graphic Methods the territorial, industrial and political development and resources of the United States. Abridged from Scribner's Statistical Atlas of the United States, with additions and explanatory notes. New York: Charles Scribner's Sons; $10.00.

It is a constant study of good teachers to find means of presenting the matter they have to deal with to the eyes of the pupils. Figures are dry and to most people convey very little meaning. Even a skillfully prepared text gives only comparatively indistinct and languid impressions. It only imperfectly stirs the imagination and cannot mass details effectively. Graphic methods overcome these difficulties, and give play to the constructive activity of the learner. We have rarely seen them so skillfully and effectively used as in the volume before us. More than three hundred colored maps, charts and diagrams set before the student clearly, simply and yet in wonderful detail and completeness the physical geography, history, progress, occupations and present condition of this country. It is difficult to convey in a description an adequate impression of the variety and wealth of details in the volume. Take for example the series of maps to illustrate the progress of the country. We have a map of the original land grants, of the colonial territory in 1776, and then a series presenting the area, settlement and territorial divisions as found in each decade from 1790 to the present time. In 1830 four very short railway lines make their appearance, and the subsequent maps exhibit the steady and wonderful expansion of the new mode of transit,—an exhibit which will impress the most careless observer. On the same maps are shown the changes of boundaries, the dates of admission of the states, the spread of population, and the westward movement of the center of population as indicated by each succeeding census. A diagram at the bottom of the maps presents to the eye the relative growth in population of each of the states from decade to decade. From 1850 the location of the Indian tribes is also shown. In the political history we have a chart of the rise and progress of parties, maps showing in detail the results of presidental elections, and, by counties, the ratios of the predominant to the total vote. We have maps showing by counties the amount of improved farm land, the products per square mile of corn, wheat, oats, cotton and wool, the mining regions for the different metals and the amount of product of each, the distribution of manufactures, education and illiteracy of the people, government land grants, and a series of admirable topographical maps showing temperatures, rainfall, river basins, forestry, etc.

This list of some of the chief maps, little attention having been paid in it to the admirable charts, will give some idea of the wealth of information contained in the volume. There is, besides, a letter press giving the history of territorial changes, the progress of settlement, an outline of political history and the chief characteristics of the physical geography of the country. We consider the book a teaching instrument of very high value, and wish that it might find its way into

all our graded schools. It permits the use of right methods in studies of this nature, by making the pupil an investigator who must formulate for himself the knowledge which he gains by inspection, and this knowledge will be more definite and abiding because it is visual as well as verbal. How important the kind of knowledge here given is to intelligent citizenship it seems unnecessary to point out.

—CIVIL GOVERNMENT IN THE UNITED STATES CONSIDERED WITH SOME REFERENCE TO ITS ORIGINS, by John Fiske, (Houghton, Mifflin & Co.; 360 pp.), makes a new departure in the teaching of civics, and one thoroughly in harmony with modern tendencies. We are surprised on opening the volume at its wide variation from the stiffly formal system, the narrow scope, and the rigid definitions and statements of familiar text-books. The method is fluid and literary; it aims at the formation of rational conceptions rather than the mastery of formulas. The book conceives government as a social growth, to be known historically and not by definitions. Accordingly, after a fresh and suggestive discussion of the nature of government, it begins with the history of the township and county organizations, and these topics, with the rise and government of cities, topics hardly hinted at in ordinary texts on civil government, occupy about one half the volume. If anyone questions the wisdom of this we refer him with confidence to the volume itself for a justification. The argument in preface will have some weight with him, but if he skips this and plunges into the text we are certain that the interest, pertinence and practical value of these chapters as an introduction to a vital knowledge of our institutions will make a convert of him. The book is indeed an introduction to a rational study of institutions. It puts the young learner upon the track of modern methods of historical study, and will stimulate him to seek farther and learn more. Even the chapters devoted to State and National constitutions are vivified by the new point of view, and are concerned not merely with the written documents but with the body of usages which have made these effective. One admirable feature of the work is the series of questions appended to the different sections. These were prepared by Mr. Hill, the head master of the Cambridge High School. We are not disposed to favor such appendages, but make an exception in favor of these. They are ingenious and thoroughly helpful. One group of them reviews the text, and another calls for inferences, investigations, and applications. Both are admirable, but the latter especially so, and we heartily commend them to the attention of teachers. The bibliographical notes in the volume, which direct the reader to the most valuable treatises, historical and systematic, on the various topics considered, are alone worth the price of it, for they not only name books but very often give also brief indications of their character and value. The book may be commended without reservation as the most helpful treatise on civil government which has yet appeared for junior students.

—WARREN'S NEW PHYSICAL GEOGRAPHY, by William H. Brewer, Professor

in Yale University, (Cowperthwait & Co.; 144 pp., $1.50.) while retaining the methods of treatment which gave to the old work its great popularity is otherwise essentially a new book. The wonderful increase of knowledge and the development of new and more comprehensive views which has supplanted old explanations have rendered necessary the construction of a new book. The names of the editor and those who have aided him, men eminent in special fields of investigation, are sufficient guarantee for the accuracy and thoroughness of the work. It is admirably equipped with illustrative material. The colored maps are numerous, large and excellent, the relief maps well executed and very effective, and these are supplemented by many well planned and instructive charts. The engravings also which are truly illustrative and of great teaching value, are fine examples of the engraver's art. We turn with much interest to the colored geological map of the United States, the first of the kind ever published in a school text-book, and find it carefully wrought in its detail and easily interpreted, a wonderfnl help for understanding the general geology of the country. It was prepared under the direct supervision of Major Powell, of the United States Geological Survey. In short the new Warren seems as worthy of extended use and popularity as the old book was in its time, and we do not doubt that it will win its way to favor in the schools at once.

—SIDNEY'S DEFENCE OF POESY, edited with introduction and notes by Albert S. Cook, (Ginn & Co.; 143 pp., 90c.) ought to do much to revive the study of an old and inspiring masterpiece of literature and literary criticism. We are glad to see that the spelling and punctuation of the essay are modernized. For the most part the adherence to old forms in such matters is purely pedantry and but interposes needless difficulties in the way of the reader. Sidney's treatise is inspiring and suggestive, and should be read for its thought and form and not in the spirit of the mere antiquary. The introduction gives a life of Sidney, a discussion of the date of composition of this treatise and an examination of his learning, style and theory of poetry. The notes are quite extensive and scholarly, and leave little to be desired by the reader.

—SELECTIONS FROM HEINE'S POEMS, edited with notes by Horatio Stevens White, (D. C. Heath & Co.; 220 pp., 80c.) deserves warm commendation. No writer needs to be culled more than Heine, and none is more thoroughly delightful when taken at his best. These selections have been made with excellent taste and display successfully the best traits of his peculiar genius. The notes, though not numerous, are helpful and sufficient. A chronology of his life and a Syllabus of his works are appended.

—HISTORIETTES MODERNES, recuillies et annotees par C. Fontaine, Tome II, (D. C. Heath & Co.; 158 pp., 65c.) continues a very delightful series. We are not surprised to learn that the first volume has already gone through four editions. These short stories are thoroughly artistic, full of charm, and in point of language just what the student of French wants to become familiar with.

—AN ELEMENTARY HISTORY OF THE UNITED STATES, by Charles Morris, (J. B. Lippincott & Co., Philadelphia; 250 pp., 60c.) tells the story of the country

in a very pleasing and simple narrative. Its chief peculiarity is the amount of space devoted to accounts of the people, their ways of life and occupations and to the progress by discoveries and inventions which has brought the country to its present condition. These are the more important things for young pupils to know, and they will find a mine of instruction and delight easily worked by them in this little volume.

—Ancient Rome from the earliest times down to 476, by Robert F. Pennell, (Boston: Allyn & Bacon; 284 pp., 60c.) has the merit of compressing the political and military history of Rome, in a clear and attractive narrative, within the compass of two hundred small pages. There are added chapters on literature, roads and provinces, officers, customs, public buildings, religion, the army, and legendary Rome. In schools limited to a very brief time for Roman history this will be found a serviceable manual.

—Pocket Handbook of Biography, by H. F. Reddall, (Syracuse, N. Y., C. W. Bardeen; 263 pp.) contains more than ten thousand names of celebrated persons, showing their nationality, rank, occupation, and dates of birth and death of each. The book is brought down to the present time, and from its small size is an exceedingly handy reference book.

—HOME EXERCISE FOR HEALTH AND CURE, by Charles R. Bardeen, (Syracuse, N. Y., C. W. Bardeen; 91 pp.) is a treatise for individual use, differing from common school treatises on calesthenics which aim at concert exercises. It is a manual to guide in recovering and maintaining health. It is translated from the German of D. G. R. Schreber, M. D., and the publisher's note says that 140,000 copies of the original had been sold in Germany up to 1889, "and teachers are expected to be familiar with it, both for their own use and for that of their pupils." The book gives the reasons for different exercises prescribed and inducts the reader into the habit of thinking rationally in physical training.

—LESSONS FOR A FIRST YEAR IN ENGLISH GRAMMAR, by Jessie McMillan Anderson, (N. Y., John B. Alden; 150 pp.) bears the interesting dedication, "For my little brother, Robbins Battell Anderson, who first taught me how to teach children English grammar, this book is written." The author has found the method interesting and successful with her classes. There is no nonsense about it. Technical grammar is taught directly but simply, by reflection upon usage; the main principles are worked out inductively and the pupils brought by a short road to parsing and analyzing. It is a common sense book, and will be useful to anyone who has to teach grammar to beginners.

—LESSONS IN RIGHT DOING, Vol. I., by Emma L. Ballon, (N. Y.: Teachers' Publishing Co., 6 Clinton Place; 171 pp.) will suit primary teachers who are looking about for a guide to help them in giving moral instruction to their classes. Its construction is very simple. An instance of conduct common to children is given in a story, and then it is talked over with the pupils to find out what was right or wrong in it and why. Supt. N. A. Calkins, in the introduction, bears witness to the success of the author in training young children, and this excellent little manual shows how skillful her methods were.

—EASY LATIN LESSONS, by Thomas B. Lindsay and George W. Rollins, (Boston: Allyn & Bacon, 374 pp; $1.00) endeavors to clear the first year's work in Latin of all needless technicalities, giving only the essentials of grammar, with appropriate exercises in writing and translating the language. The book commends itself to us as an excellent guide. The lessons are short and easy, not more than ten new words are introduced into each, the book is complete in itself not requiring a grammar to supplement it, and it is thoroughly systematic and progressive. It makes the path of the learner as smooth as it can be made, and will lead him to a sound knowledge of Latin if he but does each day's work well.

—PEDAGOGIES: A new Theory and Practice in Teaching, by R. D. Allen and J. T. Gaines (Louisville: J. T. Gaines, 86 pp.) is a small pamphlet which bases upon this passage from Bain's Mental Science: "The primary attributes of intellect are, (1) Consciousness of Differences; (2) Consciousness of Agreement; and (3) Retentiveness. Every properly intellectual function involves one or more of these attributes, and nothing else." This principle is defended and developed in the first twenty pages, and the remainder of the pamphlet is occupied with practical lessons in different branches of school instruction. The thought seems to be well grasped and applied, and we are only surprised that the adjective "new" should be applied to the theory.

—We have received the following interesting pamphlets: *Proceedings of the First Annual Convention of the Middle States and Maryland*, held at the University of Pennsylvania, Philadelphia, Nov. 29 and 30, 1889, containing discussions of numerous questions relating to higher education——*The Physical Geography of the Mississippi River*, by Jacques W. Redway, reprinted from Proceedings of the Engineers' Club of Philadelphia, a suggestive and valuable study, which ought to be made generally accessible to teachers——*Hand-Craft*, by James Crichton Browne, a physiological argument for manual training, reprinted from the *National Review*, in the Series of Educational Monographs published by the New York College for the Training of Teachers at $1.00 per annum——*University of Pennsylvania—Catalogue and Announcements, 1889-90*——*Johns Hopkins' University Circulars—Programmes for 1890-91*——*Boston University—School of Medicine Catalogue and Announcement 1890;* also of the same *Catalogue and Circular of the School of Law.*

LITERARY ITEMS.

—Of special interest to teachers are Stanley Hall's article on "The Training of Teachers" in the September *Forum;* Prof. C. E. Norton's in the September *Harper's* on "Harvard College in 1890;" John T. Prince's in the September *Atlantic* on "German and American Schools;" and Prof. G. R. Stetson's in the *Andover Review*, September, on "The New Basis of National Education."

—The *Century* begins its twenty-first year with the November number, and will make that issue of special interest and value. For the coming volume it promises The Gold Hunters of California, a series of historic papers full of romantic interest; An American in Libet, pictures of the almost unknown heart of Asia, by W. W. Rockhill; Personal

Traits of Lincoln, by the authors of his life: Indian Fights and Fighters; Adventures of War Prisoners,—a new phase of the war articles for which the magazine is famous; Minister Dallas at the Court of the Czar Nicholas, from the diaries of Geo. M. Dallas; The Faith Doctor, by Edward Eggleston; The Squirrel Inn, by Frank R. Stockton; American Newspapers; Municipal Government in America; Present Day Papers, etc. The volume promises to be the most attractive ever issued.

—Ginn & Co. announce for immediate publication *Hand-book of Historic Schools of Painting*, by Miss Deristhe L. Hoyt, of the Massachusetts Normal Art School; *Selections in English Prose from Elizabeth to Victoria*, by James M. Garnett. The selections will average twenty pages, and will be accompanied by notes; *Tarbell's Language Lessons*, a work five years in preparation; new and revised editions of *Myers' History of Rome*, and *Myers' Outlines of Ancient History*.

—*St. Nicholas* also has its promises of good things for young and old during the coming year—Stories by Trowbridge, Noah Brooks, Francis Courtenay Baylor, Brander Mathews, and others, and a wide range of instructive and interesting papers.

—*Education* for September has two specially notable papers—The Educational Renaissance in France, and The Common Schools of Berlin. Both are admirable studies, and Miss Brown's article on University Extension also deserves mention.

—The September *Arena* is a remarkable number. Dr. Hodgson's paper on Psychical Research, Mr. T. P. Gorman's history of the organization of the Dominion of Canada under the title The Dominion's Original Sin, and Mr. Lewin's suggestive account of Robert Owen at Lanark are papers of great value. Senator Morgan on The Race Question, Dr. Dike on Uniform Marriage and Divorce Laws, and Dr. Creighton on Vaccination are also noteworthy.

—The October *Harper* is rich in fine engravings and such papers as Antoine's Moose Yard, Agricultural Chili, A Night at Newstead Abbey, and Reminiscences of N. P. Willis and Lydia Maria Child will gratify all readers of this sterling monthly.

NEWS AND NOTES.

—Subscribers who have changed their residence during the vacation should remember to notify us, that we may properly revise our mailing list. In case numbers of the JOURNAL fail to reach you by the tenth of the month, notify us and we will send another copy. If this notice is long delayed we are sometimes unable to supply missing numbers.

—A comparison of the list of high school principals published elsewhere with that published a year ago will disclose some interesting facts. Last year the whole number of free high schools was one hundred and fifty-six; this year it is one hundred and seventy; last year five new schools had been added to the list, and this year there are fifteen. One school, Oshkosh, has been dropped from the list. Fifty-two of the schools on the former list have changed principals this year—one third of the number—and the list a year ago showed fifty-two changes.

—Owing to the absence of the editor last month some blanks occurred in the printed list of those who received limited certificates at the State Examination. To supply omissions add to the following: O. H. Day, of New London; L. W. Wood, of Augusta; and G. M. Morrissey, of Maple Grove.

—The Normal Schools appear to be very full this year. River Falls reports an enrollment of upwards of 150 in Normal and preparatory departments, the largest enrollment yet at the opening of a year. At Milwaukee nearly all the seats in the Normal room are occupied, Platteville is overflowing, and Whitewater and Oshkosh have the usu-

al large enrollments. This is satisfactory. These schools are exerting a great and valuable influence upon the schools of the state, which is steadily increasing. One great problem pressing upon the management of them is how to increase the number of full graduates. This is out of all proportion small, both with reference to the number enrolled and in comparison with similar schools in other states. Is it not due to the influence of the shorter course?

—Miss Robinson, who has for several years taught drawing in the Whitewater Normal School, has accepted a similar position in the Providence, Rhode Island, Normal School, and Miss Hughes, from Bloomington, Ill., takes her place at Whitewater.

—At Eau Claire the creation of a united city school system has resulted in placing Prin. M. D. Frawley at the head of the high school, and Prin. J. K. McGregor becomes city superintendent of schools. Charles Friedel, formerly principal of the East Side school, becomes principal of the high school at Manitowoc.

—Geo. Peterson, a graduate in the last year's class at River Falls, assumes charge of the schools at Baldwin, the position left by Mr. H. E. Brainerd to become principal at Cumberland.

—Supt. W. D. Parker, the state Inspector of High Schools, visited all the free high schools of the state last year, and complete records of their organization, courses of study, etc., are now on file in the department of education. It is his purpose between now and the first of January to make a re-inspection of those in which there has been a change of principal so as to have complete records of the schools as actually organized by the close of the present year. This work began the second week in September, and it will be pressed vigorously until completed. The result of the first inspection of the schools is very encouraging. Wisconsin has reason to be proud of what has been done within a few years in the way of organizing these people's colleges in her midst.

—A larger accession of new students (344) was received at the State University this year than ever before at the beginning of the fall term. All classes and all departments are unusually full, and it seems probable that the enrollment of the year will reach nine hundred.

—During the past year the following high schools were added to the accredited list of the State University: Neillsville and Prairie du Chien for the Modern Classical, General Science and English courses; Delavan for the Modern Classical and General Sciences; Ashland, Horicon, Kenosha, Lodi and Menomonie for the General Science and English; and Omro for the English course.

—A glance at the top of the first page of the cover will show readers of the JOURNAL that with the number for January next it will attain the year of its majority. For almost twenty years it has been serving the educational interests of the state, and is one of the oldest educational monthlies in this country, we believe the oldest which has kept its name and form unchanged. During these years it has undergone many changes of editors, and the usual ups and downs of journalism. It is now, we believe, more firmly estal lished in the favor and support of th best teachers of the state than ever be fore. What shall be its future? Th anniversary ought to be the occasio of a general rally of its friends an supporters to increase its circulatio

and influence. It ought to be enlarged and strengthened, and it might be with a hearty and united effort of the teachers of the state in its behalf. The matter of its future will come before the State Association at its winter meeting, and will, we trust, receive wise and careful consideration. It might be doubled in size and value by making the price $1.50, like that of most state journals, and this would afford room for a fuller adaptation to the wants of teachers in the rural schools, and a representation also of the progress of higher education. What do Wisconsin teachers say in this matter?

— At Platteville a union of school districts, which has been sought in vain for so many years, has at length been effected, and with the opening of a free high school this year the educational affairs of the city seem to have entered upon a new and promising era.

— Mr. F. F. Showers, of Mazomanie, will be principal of schools at Blue Mounds the present year.

— Mr. R. E. Loveland, a graduate of Oberlin, becomes assistant in the Monroe high school.

— The recognized way to a position as professor in some college or university is more and more recognized to be through a serious post-graduate course of study. Three men who were last year principals of high schools in this state have this year entered upon such study,— Mr. J. A. James, of Darlington, Mr. E. R. Johnson, of Boscobel, and Mr. Geo. L. Collie, of Delavan.

— Mr. C. A. Chapman, whose name appears as conductor of four of the institutes in Wisconsin this fall, and who was elected principal of the high school at Manitowoc, has been appointed assistant to Prof Simon Newcombe at Johns Hopkins. Mr. Chapman had just completed a course of study at that institution, and his appointment may be taken as an indication of his marked success as a student.

— Teachers of Sheboygan county were pleased to meet as institute conductor one of their former county superintendents, Mr. B. R. Grogan, now of California. The institute at Plymouth deserves especial mention for the uniform large attendance and the continuance in the schools of the teachers who compose it. It is one of the few in which the work of the conductors can be and has been successfully made continuous from year to year.

— It is understood that Mr. C. H. Keyes, formerly principal and superintendent at Janesville, becomes superintendent of schools at Riverside, California, where he succeeds another Wisconsin man, Supt. Twining.

— It is a good plan at the beginning of the year to settle up old accounts and make provision for periodicals for the future. In this connection we call attention to the JOURNAL clubbing rates on the second page of the cover. Through these offers we have helped a very large number of subscribers to additional reading matter at cheap rates, and we should be glad to serve a good many more. We have believed that helpfulness in this matter and forbearance in the matter of duns would be appreciated by our patrons, and have been gratified by evidences that we are not altogether mistaken.

— The statistics of city schools from the forthcoming report of the State Superintendent, which we publish elsewhere, furnish several matters of interest, such as the number of Normal certificates and diplomas among city teachers, the ratio of public to private school attendance, the growth of kindergartens, etc. But readers who know how

to examine statistics will work the mine without suggestions.

—J. H. Ackerman, formerly of Arcadia, is now city superintendent of schools in East Portland, Oregon, where he has supervision of four schools and twenty-eight teachers.

—J. A. Williams, formerly principal at Bloomington, is now superintendent of city schools at Galena, Ills., the position from which Prof. Gillan was called to the Milwaukee Normal school.

—Silver, Burdette & Co., Boston, have purchased the list and business of John C. Buckbee & Co., of Chicago. Their western manager, Mr. O. S. Cook, has removed to Boston to aid in the home office, and is succeeded by Mr. Robert Foresman, who occupies the old offices at 122 and 124 Wabash Ave., Chicago. They publish an excellent line of school books, and have now increased facilities for the accommodation of their patrons.

—The Dodgeville high school has long enjoyed the reputation of possessing one of the most beautiful school yards in the state. The keeping of this as a garden park has somewhat cramped the play-ground, and the school board has now purchased an additional lot as a place for the children's sports. Both features are greatly to be desired, the garden-park and the play-ground, and we wish other school boards in the state were as ready to furnish them. They are both highly educative, contributing to the beauty of the town and the culture of the children. May not Arbor Day be made a means of securing more extensive and attractive grounds for our public schools?

—B. F. Johnson & Co., whose advertisement appears in another column, have recently moved into new and larger quarters, with better facilities for conducting business than ever before. Parties wishing employment, or to more fully investigate the opportunities and advantages they offer, would do well to communicate with them promptly.

—The demand from city and county superintendents for the short term or two-day institutes seems to be increasing. Several requests for conductors have already been made to the State Department, and some of the appointments have been made earlier than usual. In October, two-day sessions are to be held at Stoughton, Sun Prairie, Oconomowoc and Milwaukee.

—A special school for the teaching of wood-teaching with the knife has been started in Milwaukee under the auspices of the People's Institute. It is in charge of a teacher who learned the art in Sweden, at the famous Naas school. The opportunity thus offered to study the so-called "slojd system" in practical operation instead of through the medium of treatises about it will no doubt be improved by many teachers.

—The increase of seating capacity of the public schools in Milwaukee seems not yet to have equaled the increased demand. The schools even in those parts of the city where more room has been provided are full, and in some places crowded; so that additional buildings seem to be an inperative demand. The Board has found it necessary to make provision for relieving the pressure by using rooms temporarily fitted up for school purposes.

—The State Normal School at Milwaukee starts this year with an unusually favorable outlook. During the summer vacation the building was thoroughly renovated, the outside painted and the rooms frescoed. The assembly room is now a model of neat-

ness and beauty. The enrollment is considerably larger than ever before and shows a steady and satisfactory growth in three directions: While about the usual number are enrolled from the Milwaukee High School, nearly three-fourths of the students now in attendance are from other parts of the State; the maturity of the students as shown by the average age and experience in teaching has also increased steadily during the past few years; and the number of men of advanced attainments shows an increase with each year's enrollment. A glance at the school when assembled does not as formerly give the visitor the impression that he is in a ladies' seminary or a training school for kindergartners, but he sees before him men and women old enough to approach educational problems with a serious purpose.

—The principal of the Glenbeulah high school for the present year is A. J. Strassburger, instead of Mina Whiting, as printed elsewhere. There are two or three blanks in the printed list of principals, due to the fact that no reports have been made up to this time to the State Superintendent and no response to inquiries.

—The chemical laboratory of the Whitewater Normal school has been enlarged and improved. One side of the roof has been raised and a deck roof put on, thereby bringing out eighteen feet of space formerly hidden away under the eaves, thus making a room a little over thirty feet square. The north wall has been raised up, and the room is lighted by two large windows in the north end and two skylights of hammered glass each 7x4 feet. Two tables 20x4 feet have been built through the room about eight feet from the east and west walls. These tables have been fitted up with cupboards, drawers, shelves above, water service and porcelain lined sinks to accommodate twenty students. They are of the ordinary height for standing work in chemistry, but have been fitted with foot rests and with low stools, for seats will be used for sitting down work by classes in toology and mineralogy. Against the ventilating shaft on the north side four gas closets have been built, and through the ceiling of the room passes a flue connecting inside with a globe ventilator.

—The enrollment of students at the State University has reached 790 at the present writing, and more are being added every day. The short agricultural course does not open until the first of November, and a good class is anticipated in this work. There have been admitted 344 new students this fall, of whom 249 are in the undergraduate departments, 39 in pharmacy and 56 in law.

—A Slojd exhibit is one feature of the Milwaukee exposition this year. It is to be found in the second booth south of the art gallery. It is desired to organize classes in various public and private schools of Milwaukee and in *church missions*, so as to reace as many children as possible this winter and test the practical educational value of this system. Instructors and parents are cordially invited to visit the exhibit of work done by the classes the past summer and consider the advisability of its more general introduction. Classes will be at work in the booth, and Miss Ericson will be in attendance most of the time during the exposition. The models can always be seen—both

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those owned by Miss Ericson, to which she is constantly adding articles suitable for American needs, and those made by the children—some being arranged in sequence. Sixty-three pupils have been in attendance during July and August, five ladies, six girls and the remainder boys. Several pupils from the deaf-mute school have done excellent work.

—Supt. J. Q. Currie, of Green Lake county, maintained at Markesan this summer a four weeks' summer school for the teachers, thus continuing the policy of his predecessor, Supt. Millard.

—Do not fail to notice the interesting facts regarding the literary development of Russia given in the Notes from Foreign Countries in "Our Drawer."

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CONSTITUTION IN THE PUBLIC SCHOOLS.

A paper read at the Southwestern Wisconsin Teachers' Association at Madison, August 28, 1890.

D. W. Maxon, of Washington Co., was the author of the Wisconsin law requiring the study of the state and United States' constitutions in the schools and examination of teachers in them. He stated to me that he had constantly seen so much ignorance of the constitutions displayed by his fellow legislators that he determined to have the next generation of Wisconsin voters and legislators instructed in civil government. It is about twenty years since that law went into force, and the result is already seen in the pupils of our public schools who are now in positions of public trust, in their better knowledge of our political institutions.

The objects of this study of the constitutions are to furnish our citizens of both sexes with a knowledge of the form of the government under which they live, and to cultivate in them an intelligent patriotism. Although not intended by the framer of this law, the result is that our female citizens are rapidly being fitted to take part directly in the government.

There are three methods which may be employed in the study of our civil government—the positive, the comparative, and the historical. Of these the positive method is the one best adapted for common school work, while the historical and comparative methods ought to be used in colleges and to some extent in high schools.

The positive method of study includes a study of the text of the United States' constitution with such additional information as may be

needed to a full understanding of the government of the United States. It also includes a similar study of our state constitution and a study of our system of local government. This is the method usually pursued, and is familiar to you all. It is the method necessarily adopted in school text-books.

The other two methods are not so familiar to the most of this audience and therefore require a more detailed statement. The comparative method is employed by many students and teachers in a comparison of similar provisions of the United States and the state constitutions. This is naturally suggested by the terms of our Wisconsin law, which requires the study of the state as well as of the United States constitution. In other states there is less study of the state constitution. Such a comparison of two similar documents is of value akin to the study of two languages in the discrimination of differences, and the removal of the notion that some one form of expression of an idea is essential to the idea. Students thus learn to look below the service and to respect ideas rather than forms. Thus the student of the United States constitution may perhaps give the respect due to age to the outworn forms of the electoral college. But when he learns that the governor is elected directly by the people the mere fact of setting the two methods of election side by side compels him to treat them as methods and not as ends, as political machinery and not as political idols.

But the constitutions are so similar that this advantage is lost in many cases. For instance, the method of impeachment is copied so closely by the Wisconsin constitution from that of the United States that there is no proper comparison. To get this a much wider study of governmental institutions is necessary than is feasible in the public schools. But a good teacher who wishes to be thoroughly prepared will himself read some such a book as that lately published by Woodrow Wilson, which compares the systems of government in a large number of countries with that in our own. Another fruitful field for the student of comparative constitution is to take the charters and constitutions of the colonies and states as compiled by Ben Perley Poore and published by Congress. I name these two books because they are accessible to students and furnish material for work in this line for any of you who are ambitious of knowing more than you teach.

The historical method of study is even more fruitful than the com-

parative. Many students of the subject seem to have the idea that the history of the United States constitution is confined to the debates in the constitutional convention, or in addition to these to the contest for its adoption by the states. This was indeed the decisive epoch, and Bancroft's last volume is the best for any of you who wish to read up on this subject, and do not feel prepared to wade through the great mass of original documents. But the constitution was not created by Washington, Madison, Hamilton and their associates out of nothing. It was only arranged out of existing material in such a way as to wisely provide for present needs. Our constitution is a historical evolution from English institutions. It is a branch of the English oak, a very important branch, it is true, and one which has many branches of its own. We cannot understand our own constitution until we have traced back its forms to the English constitution. The division of the functions of government between executive, legislative and judicial departments is the result of the long struggle of royal prerogative with popular rights. The habeas corpus act, wrung from Chas. II, is embedded in our constitution. Why does the House of Representatives have the exclusive right to originate money bills? Because the House of Commons was originally summoned by the Plantagenet kings of England for the sole purpose of voting extra taxes in addition to the regular feudal dues. Why are bills of attainder forbidden? Because they were a political abuse in England. Why is the presiding officer of the House of Representatives called the speaker when he does not speak? Because the speaker of the House of Commons spoke for the house in addressing the sovereign, humbly requesting him to enact their resolutions into laws.

Nor should the experience of the colonies in their long struggles for liberty against the royal governors be forgotton as a source of constitutional ideas which were embodied first in their early state constitutions and in the Articles of Confederation, and then in the United States constitution and the later constitutions founded on that.

And it should be remembered that there has been a growth of political opinion in this country toward democracy and toward nationality. The national power is far stronger now than it was in 1789. Such a law as the inter-state commerce act, though strictly within the letter of the constitution would have been impossible at that time. Jefferson thought he "stretched the constitution till it cracked" in purchasing

Louisiana; Calhoun, the great state rights and nullification advocate of South Carolina, had no constitutional scruples against annexing Texas and conquering California and New Mexico. In Washington's time less than half the men could vote, and when they did it was to elect state legislators and members of congress only. In most states the legislature elected the governor and other state officers, in all they elected presidential electors, in only a few states did the people elect even a part of their local officers. Contrast the influence of the common voters on government now, when most offices are filled by direct election, and every man can vote. This change has modified the real effect of the constitution much more than the formal amendments made to it have done.

There is a very important part of our constitutional history which is not sufficiently studied and has scarcely been studied at all by the historical method till a recent work appeared on local constitutional history by Prof. Howard. The town government of New England, democratic in the extreme, has been often studied, but the county government of the other states imported from England and aristocratic in the extreme has been neglected; so has also the process by which these county governments by appointive officers have given way to elective county officers, making little local republics, as the training schools of politics.

There are certain essential characteristics of our constitution which we ought to hold fast to, and not allow ourselves to be confused by the great mass of details which such a subject brings out. Among these essential characteristics are the following: Our government is a republic, not a monarchy. This differentiates it from the English government. We have a President instead of a King, a Senate instead of a House of Lords, and a nobility is forbidden.

This is a federal republic, not a mere confederation on the one hand, nor a centralized republic on the other. This is seen in the representatives of the states as such in the Senate and the Electoral College on the one hand and in representatives of the people directly in the House of Representatives on the other hand. The history of our political conflicts has been largely a history of the adjustments made or attempted to be made of the exact relation of states and federal government in this federal republic; and our great civil war turned on that issue partly. We began as a semi-aristocratic republic. We have become a

democratic republic. Every state constitution has been re-made to conform to this great progress of political thought among our people; and the United States constitution has been greatly modified in its practical workings in the same line.

We must not forget that this is an Anglo-Saxon constitution and that it therefore divides the responsibility and power of government between the three great departments, legislative, executive and judicial; and that it has a bill of rights to protect the people from arbitrary power. These I think are the essential characteristics of our constitution, the ideas which permeate it, and around which its machinery is arranged.

It is obvious that this course of study in constitutional history cannot be carried out to anything like its full extent in the public schools. The great majority of the teachers have not sufficient professional spirit or expectation of making teaching their life work to thoroughly study any subject, and the pupils with some exceptions have not the maturity of intellect or the zeal for special study which would carry them through so abstruse a subject as constitution would be if studied in the manner I have proposed. But I do believe that it is entirely feasible for the principals and assistants in high schools to study more than the text-books teach; and I also believe that many of them would be glad to make special studies in this as well as in other subjects taught in high schools. It is to this class that much of what I have said hitherto has been addressed.

I wish now to speak of what is profitable to undertake in the way of school work in the different grades. In the primary form no instruction in civil government is practicable. In the middle form it is not usual to give any such instruction, but it is possible to teach a good deal of civil government orally. Any teacher ought to be able to get up a series of good oral exercises by taking care to make them simple and to cover only the most essential points. For instance, a teacher might easily err by teaching the salaries in detail, which are a minor matter, and omitting the courts, which are very important; or a teacher might attempt to take some text-book and follow it orally. Such a teacher would soon become lost in the wilderness of powers of congress and be unable to find his way out to the second article relating to the executive. But by selecting a few of the leading points of the national and state constitutions, and questioning over and over again on these

points, he ought to be able to give children in the middle form a fair knowledge of the outlines of our government. As most children never get beyond the middle form, there is an importance in this work greater than there would be if all went on to the more complete study of constitution in the upper form. In most ungraded schools such an exercise would almost inevitably become a general exercise with the whole school. If constitution is not otherwise taught to the older pupils of course they should be included in the exercise. But if the older pupils do study constitution and it is found that they discourage the younger ones by their superior knowledge, they should be advised to be conveniently deaf and dumb while the oral exercise is going on with the other pupils.

For the upper form, text-book study of the constitution itself is the obvious intention of the law, and the natural practice of skillful teachers. I need not say that no text-book should be followed slavishly. For any teacher a text-book is indispensable in such work in constitution as ought to be done in this grade. Purely oral instruction for this grade is not wise to attempt, but oral instruction may very well supplement the text-book. The method of study here should be the positive method almost entirely, except as the study of the United States and the Wisconsin constitutions in succession naturally compels a comparison. This comparison of the two constitutions should be the chief oral work when the state constitution is reached after the United States. There should not be too great effort at learning details, but the essential principles should be driven into the pupils' heads. It is not wise to teach all there is in the text-book. Much of the less important matter may be used for reference merely, or only read over in the class. No attempt should be made to go over the two constitutions in one term. For this grade at least two terms of three months each are needed and sometimes three such terms are not too much. The town and county government should be taught principally by oral work. The teaching devices for this grade include topical recitations, topical analysis on the blackboard, memorizing of the more important portions of the text of the constitution, search questions, and simple topics for collateral study.

For the high school much the same line of work should be followed, with the difference that the pupils are more mature. Consequently the subject can be easily mastered in two terms, and a little more can be done in the way of collateral study. The teacher should avoid the danger of neglecting the essential positive study of the constitution,

while attempting to instruct his pupils about collateral subjects in which he is interested. Teach the main facts of the constitutions first, then give the philosophy of government and the minor details, as far as you have time afterward.

For the college there ought to be a full historical and comparative study of our political institutions in the manner treated of in a previous part of this paper. There should be lectures by the professor, and investigations given the student to make for himself with the aid of a good library. Such work is given now in the State University and in many colleges.

Do not think, however, that I advocate a disproportionate amount of time to be given to my favorite subject. The plan given for the upper form and for the high school is substantially the same, and should not be repeated in different grades of the same school. In brief my plan is oral instruction first for all pupils as soon as they are ready for it, then text-book work for the less number of advanced pupils of the school, graded or ungraded, and then the philosophical part of the subject for the few who take a college course. Thus, I believe, the object of this study will be best attained.

A. O. Wright.

MADISON, WIS.

JAPANESE PRIMARY SCHOOLS.

The general plan of Japanese education is much the same as that of the United States. Indeed, it was American educators, who, soon after the Revolution, had the management of educational matters, which, though some changes were made a few years ago in the details, remain essentially the same now. The general view shows a "three-story" education:—*shogaku* ("small learning," or primary education); *chugaku* ("middle learning," or secondary education); and *daigaku* ("great learning," or higher education). Hence, there are three grades of schools:—*shogak(u)ko* ("small learning place"); *chugak(u)ko* ("middle learning place"); and *daigak(u)ko* ("great learning place"). But there is also a sub-division of the *shogakko* and the *chugakko* into two grades, called jinjo (common) and koto (higher). The system of Japanese education (exclusive, of course, of special institutions, such as normal, business, law, medicine, etc.,) consists thus of five schools:—common primary school, high primary school, common middle school,

higher middle school and "great school." Of these the first two *together* are equivalent to the "grammar school;" the third extends a little higher than the "high school;" the fourth is a little short of a good "college;" and the last is a first-class "university." The present subject thus covers the first two schools of the series, and must, of course, more or less treat them separately, although as far as possible I shall consider the two one, just as in the United States they are one "grammar school." Moreover, although my subject is stated in general terms, my information is almost entirely confined to the two schools situated in this city; but I think that they may reasonably be taken as good examples of the average. Under the Shoguna, when the Confucian system prevailed, the schools of Mito were the best in the Empire.

It would seem that every town or city is expected to support a "common primary school," (large cities, according to necessity, have more than one); every county is expected to support a "higher primary school;" every state must have a "common middle school;" scattered in different parts of the Empire are seven "higher middle schools;" and there is one "imperial university." This city, as a municipality, has two common primary schools (one each in the "upper town" and the lower town"); and, as a county seat, has one higher primary school, in the "upper town." It is of the two schools in the "upper town" that I propose to treat.

The higher primary school was built at an expense of 3,300 *yen*, defrayed by county taxes. The common primary school, whose buildings and grounds must be much larger, was erected at a cost of about 7,000 *yen*, of which 2,000 *yen* came from the municipal taxes, 1,000 *yen* from state taxes, and the remainder from individual subscriptions, in large sums and widows' mites. I remember well, that when the subscription list was published in the Ibaraki Daily News, the amounts were often very small and were given by women and girls.

The buildings of these two schools are very plain wooden structures, especially those of the common primary school, which, as the subscriptions were insufficient, is not yet finished. The play-grounds are quite extensive.

In the common primary school the attendance is over 900, among whom the boys are in a majority of about sixty over the girls. The two sexes are taught in separate rooms. The teachers number twenty-one, fifteen male and six female, and are mostly Normal school gradu-

ates. The principal is Mr. Furnkawa, an alumnus of the Ibaraki Common Normal School, of some ten years' standing. The teachers have one large room, in which they meet between hours.

In the higher primary school the pupils number 552, of whom 410 are boys and 142 are girls. There are fourteen teachers, of whom only one (the sewing teacher) is a female. Some of the teachers are high school graduates, though most of them are Normal School graduates. The principal is Mr. Faki, a graduate in 1880 of the Tokyo Normal school.

The course of study covers four years in each school; but the classes are so large that they must be subdivided. For instance, in the common primary school, the first year class and second year class are divided each into six sections, three of each sex; the third year class into four sections, two of each sex; the fourth year class into three sections, two male and one female. In the higher primary school the first year class is divided into four sections, three of boys and one of girls; the second year class into three sections, two of boys and one of girls; the third year class into two sections, one of boys alone, one of boys and girls together; but the highest class is undivided, with the two sexes together. Pupils are admitted into the common primary school from the age of six; no line is drawn between that and the higher primary school.

The studies taught in the lower school are as follows:— Reading, from the primer, of which there are two volumes, up through the sixth reader; writing, from copy made by teacher on the blackboard; arithmetic, both native style with the *soroban* (abacus), and American style; composition, of the simplest and commonest kind, such as letters, receipts, etc.; physical exercise, which, in the two lower classes, is only "play," in the third year class consists of hand and foot movements, and in the fourth year class of dumb-bell motions; and "morals," including principally practical instruction by means of interesting stories of life in Japan, China, America, England, Europe, etc. (For instance, I happened into one class where the teacher was telling the little girls the story of Grace Darling). Singing is also included in the course of study of such a school, but is not yet taught in Mito.

In the higher primary school we find the following course of study:— Japanese reading, writing, geography, history and composition; drawing; singing (foreign style); arithmetic; elementary science, perhaps, "by talks," except in the highest class, where the pupils "take notes;"

gymnastics, consisting first of hand and foot movements, then using short dumb-bells and finally long dumb-bells (the girls have sewing instead); elementary book-keeping (advanced classes only); morals, by "stories" and (in the highest class) by "note-taking;" English (from *a*, *b*, *c*, up into the third reader, though the regulations require only to finish the second reader).

Sessions are held every day except Sunday and national holidays. The ordinary daily session is five hours long (at present from seven o'clock till noon); but the pupils of the lowest class in the common primary school are out one hour earlier. Moreover, in the same school Saturday is a half holiday for all the pupils. The only vacations are in the winter (two weeks), and in the summer (from July 21 to August 20). I cannot but think, that, if in the United States two months are not considered too long a summer vacation, surely in this climate one month is cruelly short.

Special examinations are held five times a year; and the annual examination is given in March. In the two lower classes of the common primary school oral examinations prevail; but in all the other classes, and in the higher school, written examinations play a more important part. Daily marks are also given, and those who fall below a general average of sixty, or in any one study of thirty, fail to pass. The pupils sit in the order of rank, which is changed with each examination.

The recitation hour is theoretically sixty minutes long, but in practice is shortened to forty-five minutes, or to even less, under some circumstances, with the youngest pupils.

The tuition fee is not a fixed quantity, but varies according to the circumstances of the parents, or to the number of children attending from the same family. For instance, my cook's boy pays thirteen *sen* a month; the boy of our friend, Mr. S——, the lawyer, pays perhaps, fifty *sen*, but Baptist minister's boy pays fifteen *sen*, but his two little girls pay each only seven *sen* and five *rin* (mills). In the common primary school the fee ranges from ten *sen* to fifty *sen*; in the higher primary school, from 12½ *sen* to fifty *sen* per month. This is outside of the school taxes levied by the municipality or the county upon each house. Pupils must also furnish their own books, slates, pencils, paper, ink, etc.

The teachers' salaries range, in the common primary school, from three *yen* to twenty *yen* per month, and in the higher primary school

from five *yen* to twenty-five *yen*. The annual expense of the former school is about 2,200 *yen*, covered by the tuition fees and municipal taxes; in the latter school it amounts to about 2,800 *yen*, defrayed, outside of tuition fees, by municipal and county taxes, in the proportion of thirty per cent. from the former and seventy per cent. from the latter. [The Japanese *yen*, which was formerly worth only about seventy-five cents, has risen, since the recent appreciation of silver, to ninety-three cents, and is expected before long to be quoted at par. But, although its comparative value with the currency of other countries has thus increased, its real purchasing power in *Japan* for the above-mentioned teachers has not materially changed.]

I must not in passing, omit to mention an inscription which hangs framed in the principal room of the building of the common primary school. It was written by Count Inouye, ex-Minister of Foreign Affairs, when he visited Mito, and reads as follows:—*Toku wa hitowokanji, kaze wa mono wo ugokasu;* which is, being interpreted, "As the wind moves (inanimate) objects, so virtue incites human beings."

The above is only a running sketch, and more or less disconnected; but it may serve to give you a little idea of Japanese elementary schools, I might, perhaps, "moralize" over several matters; but, leaving you to make your reflections, I shall call your attention to only one matter. In the common primary school the girls are in a minority, but not enough, perhaps, to attract special attention. When, however, we look into the higher primary school, we find, that, as we advance to the upper classes, the girls gradually drop out; and, among the whole number of the pupils, they comprise only a little over one fourth. It is not astonishing, therefore, if we take a look into the department of secondary education, to find that, in this city at least, there is no provision for the girls, who, if they wish to pursue their studies still further, must go to Tokyo, chiefly to mission schools. It is true that in some localities public sentiment has progressed so far as to demand high schools for the girls; and, as the girls rouse themselves to demand what they want, they will be supplied. But so long as the Confucian idea of the inferiority of the female sex holds sway, and the old Japanese custom of marrying off the girls at such premature ages prevails, we cannot look for much advance in female education. Under such prevailing ideas a "common school education" is, in fact, sufficient. Thus it comes about, that, while in America you bewail the fact, that the boys

gradually drop out, and in the high schools form a minority, in Japan it is the girls who need to be the subjects of lamentation.

But, rapid as has been Japan's progress in civilization, we cannot expect her in two or three decades to eradicate an inherited, prejudice deeply-rooted during many centuries, concerning "woman's sphere;" but we can praise her, because the digging-out process has been well begun. And we ought to congratulate her because her common school system, with all its imperfections, is helping to improve the condition of the people.

E. W. Clement.

MITO, Sept. 1, 1890.

TWENTY WEEKS IN MANUAL TRAINING.

LESSON XII. Construction of the miter-joint. Material: two pieces 6″ x 2″ x ⅞″. The pieces must be *exactly* of the same width and one end of each perfectly square.

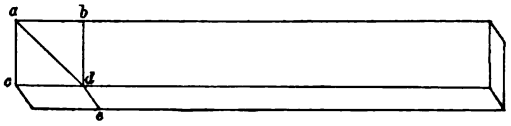

FIG. 1.

On the 2″ side of each piece lay off a square, and draw the diagonal *a d*, also the line *d e* with try square, saw carefully on the line *a d* down the line *d e*. If well done the two pieces should go together like the corner of a picture frame. If the joint is not perfect it may be trimmed with a sharp chisel or block-plane. Next try a joint with pieces 4″ x ⅞″, the pieces going together like the sides of a box. Mark out as before, being especially careful with the "square" mark. Place each piece in a vise and pare off most of the waste with a chisel or draw shave, finishing with a block-plane. This joint may also be *sawed* out on a wide or narrow piece if a little of the end projects to hold the saw in place.

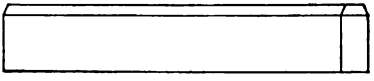

FIG. 2.

Such joints are held together by nailing, the nails being driven into each piece and taking care not to have one piece slip down on the other

as the nails are driven. The miter-joint is combined with the half-joint in various ways, especially as shown in Fig. 3.

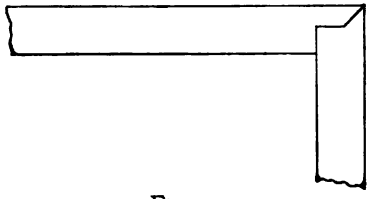

FIG. 3.

This is well adapted for the corner of a box or chest, as it combines the elegance of the miter-joint with the strength of the half-joint.

LESSON XIII. Construction of the miter-box. When many joints such as those described in the last exercise are to be made they are cut with the aid of the miter-box, which consists of a square trough of any convenient size, as 18 inches long and 4 wide and deep. The bottom must be planed perfectly flat and with square edges, and the sides fastened on with several screws or nails. Great care must be used in laying out for the saw cuts to have a perfect square and the diagonals exact and the lines down the sides square with the top edges. The same saw that is to be used with it is used to make the saw kerfs, and a square cut is generally added near one end for use in cutting off pieces square. This last is used when many pieces are to be cut the same length, as for instance in cutting wainscoting. In use the miter-box is either screwed into the vise or nailed down to the bench, and care must be used to have the pieces cut lie down flat on the bottom and close up to the further side.

LESSON XIV. Construction of a model for a truss.

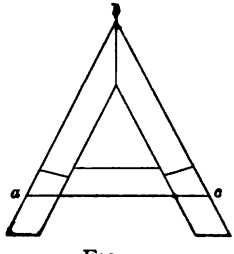

FIG. 4.

This may be made of pieces 2″ x 1″. The joint *b* may be of any angle and may be mortised as well as mitered. The joints *a* and *c* are dove-tailed joints "halved" into the rafters. Variations of this may be

made by mortising *a* and *c*, having the upper edge dove-tailed and driving in a wedge under the tenons. Any number of varieties of truss may be made, and incidentally a little instruction may be given on the theory of the truss and its use in bridges and roofs.

LESSON XV. To fit hinges. Hinges may be set with the pin margin projecting more or less to enable the door or whatever is hinged to swing wide open and not hit the moulding; or they may be set in flush with the surfaces when the movable part is to open only at right angles with the stationary part. In either case a mortise must be cut in each piece half the thickness of the hinge when it is shut with its sides parallel to each other. These mortises should be marked out with the guage and try-square, two marks with the gauge and four with the try-square for each mortise. It is a poor time to *guess* on dimensions when setting hinges. These mortises are to have the ends cut with a sharp chisel and be pared out with the same. Care should be exercised not to have the mortises deeper at the farther side. Fasten each hinge with one screw in each side and try them. The two parts fastened should just touch but not bind when the hinge is shut.

(*To be Continued.*)

Arthur A. Upham.

WHITEWATER, WIS.

THEORY AND PRACTICE.

SOME GENERAL PRINCIPLES OF RELIGIOUS INSTRUCTION IN THE SCHOOLS.

In this question of the free public school *versus* parochial schools, I think that the first point to settle is whether religious instruction is essential or even desirable in the same schools in which secular instruction is given. If the answer to this is negative, it will be evident that the public schools should be secular and that parochial schools with religious instruction mixed with secular instruction are not and cannot be of the best type. Moreover it would follow that there is an easy solution to this difficulty of adjusting public schools to the needs of all denominations and shades of religious belief.

It seems to me clear that it is better to separate religious instruction from secular instruction and to place it in a different school, a school

connected with the church. My grounds for this opinion are the following:

The secular branches of study — reading, writing, arithmetic, grammar and history — require a method of instruction different from that adapted to religious branches. In these secular branches the mind is to be trained to keep all its powers awake. The powers of thinking must be developed, the mind must be taught to be alert and critical, and to take nothing on authority. Faith must be dormant. The child must not commit to memory the rule in his arithmetic, but must see the process and understand the necessity of it so that he can demonstrate it to others. He must understand in geography the phenomena of earth, air and water, and comprehend the industrial and commercial processes by which the products of the world are collected from all and distributed to each. In grammar he must learn to think with accurate definitions and to understand the logical framework of language; in history he must study the causes of events. Throughout the secular studies the object of the teacher should be to make the development of the thinking power a maximum and the development of the mere memory a minimum.

But with religious instruction faith in authority is to be the chief organ, and the critical faculty of the intellect must be kept everywhere subordinate. This is necessary because religious truth is revealed in allegoric and symbolic form. Moreover, it is revealed by divine authority and is not discovered by us scientifically. Undoubtedly religious truth contains the highest wisdom that the human race possesses — the ultimate ground of all moral and practical direction of life. For this very reason it cannot be taken up analytically and comprehended by the immature intellect of the pupil in the same way that he comprehends grammar and arithmetic. The analytic power of the mind which is necessary for the comprehension of science is likely to be hostile and skeptical in its attitude toward religious truth.

It is obvious that the mind must not be changed too abruptly from secular studies to religious contemplation. To place a lesson on religious doctrines next after a lesson in mathematics or physical science, has the inevitable disadvantage that the mind brings with it the bent or proclivity of scientific study to the serious disturbance of the religious frame of mind. The consequence of placing religious instruction in close connection with secular instruction is to develop habits of flippant

and shallow reasoning on sacred themes, sapping the foundation of piety; or else, where the teacher lays very much greater stress on religious instruction than he does on secular instruction, he is prone to introduce the religious method of instruction into his teaching of the secular branches. Accordingly he requires the pupil to memorize the words of the book, and to receive its words as authority without question. All secular branches under this influence get to be taught in the spirit of authority, and critical acuteness and independent thinking are not allowed to spring up in the mind of the pupil. The influence of the dogmatic tone of religious lessons creeps into the secular recitations, and authority usurps the place of original thinking. That this dogmatic method of instruction was universally present in the schools of the olden time there can be no doubt. The Puritan Church was all-powerful in the methods of the schools of New England, and dogmatic authority compelled the memorizing of the text-book to the exclusion of the method of free investigation. This has been, too, the method of the parochial schools of Catholics, and, in fact, of all religious denominations.

The dogmatic authoritative method is the only method in which religion can be taught properly. This should be well understood. The utmost care should be taken to surround religious instruction with the proper atmosphere. It should be approached through solemn appropriate exercises such as the Church has established in its ceremonial. The time and place should assist the religious impression. In the secular school the religious impression is weakened or dissipated by the environment.

If the pupil leaves the secular school and repairs to the church to receive a religious lesson, the impression made upon him is much stronger than the same lesson given in the secular school in connection with secular lessons. Careful observers of the effects of the religious lessons placed on programs of schools in Germany and Austria and other nations tell us that where the secular studies are taught according to the true method the pupils are prone to hold in a sort of contempt the contents of their religious lessons. They are apt to bring their critical intellects to bear on dogmas and become skeptical of religious truth altogether. It is well known that the people of Germany are much given to skepticism. Its educated class is famous for its "free-thinking," so-

called. The French educated class, all of which was in its youth under parochial school influences, is atheistic.

All Protestant nations are agreed that there should be a separation of Church and State. The Catholic laity all over the world is nearly unanimous in the same opinion. I think that even the Catholic priesthood, at least in the United States, holds this view. The separation of the Church and State implies the separation of the Church and school. The Church and State are separated in the interest of the perfection of both. The Church regards the disposition of the individual man considering it in respect to sin and holiness. The State regards the individual man in respect to his overt act whether law-abiding or criminal. Crime is a matter of overt act. Sin is a matter of disposition — of thought and feeling, as well as of volition. If the State goes behind the overt act and punishes the disposition of the individual, civil government will be destroyed. If, on the other hand, the Church considers the overt act instead of the disposition of the soul religion will cease. Crime can be measured, the deed can be returned on the individual; but sin cannot be measured, its consequences can be escaped only by repentance. Sin is infinite and no finite punishment can wash it away; but repentance without punishment will do this just as well as repentance with punishment. The exercise of ecclesiastical power by the State tends to confuse its standards of punishment and to make its penalties too severe at one time and too lax at another, and thus to render the whole course of justice uncertain by considering the disposition of the criminal rather than his overt act. Religious persecutions have arisen by the State assuming ecclesiastical functions, and the Church has had to bear the obloquy of them. On the other hand, the exercise of civil power on the part of the Church tends to introduce finite standards, thus allowing expiation for sin and permitting the substitution of penance for repentance. This makes the expiation of sin an external matter. The Government acting on an ecclesiastical basis would say to the criminal, You have committed murder. Well, are you sorry for it? Do you repent of it? Very well, go and sin no more. Or it might say, You have been angry with your brother and wish to kill him. You have not planned to carry this into execution, it is true, and have done no overt act, but you have wished this in your heart. Then your punishment is death. Only disposition can judge of disposition. When the State undertakes to judge of disposition a reign of terror follows.

Such considerations as these have led to the separation of Church and State, and the principle of separation is gaining ground visibly all over the world. The same insight will lead to the separation of the Church and school so far as secular and religious studies go.

Now there is a practical aspect to this question. So long as Protestants insist on some remnant of the Church ceremonial, such as the reading of the Scriptures or prayers, the Catholic may be expected to see in the public school an instrument for proselyting his children. On the other hand, the schools may be made purely secular and the Catholic may still object on the ground that he wishes religious instruction united with secular instruction. I think that most of the Catholic laity have settled this question in favor of the purely secular school. If the secular school prevented churches and church schools, in short prevented religious instruction altogether, the secular school might be condemned without the possibility of defending it; but the Catholic sees that he may have religious instruction in his Church or in a Church school apart from secular instruction. Now in a community where the people desire to bring together all children in the public schools without prejudicing in any way the rights of any religious denominations, I think that the matter can be easily settled. There will be a spirit of compromise; not of compromise in regard to the secularity of the school but with regard to the feelings and predjudices of the community. For instance, the Catholic children may be permitted to be absent from school one or two hours a week to attend religious instruction in the parish church. Such a concession as this is a compromise and a recognition of the convictions of that portion of the community. Such a recognition implies a tolerant regard for the right of private opinion. I believe that the Catholic ecclesiastical power desires a formal recognition of this kind much more than it desires any substantial concession, such, for instance, as would lead to the introduction of Catholic religious instruction within the school building before or after school — a compromise that has been often discussed. In a community that is largely Protestant the Catholic wishes to have his religion treated with respect. Such formal concession carried out in good faith is all that is required, it seems to me. Meanwhile the concession made in Savannah, Poughkeepsie, and a few other places, viz., a compromise which permits Catholic religious exercises before or after school in the school-room, or which permits the teacher to wear the garb of some Catholic order

—the garb of the Sisters or of the Priesthood—militates against the public character of the school, and cannot be conceded as a possible compromise.—*W. T. Harris, in N. Y Independent.*

AMERICAN AND GERMAN SCHOOLS.

The experience of Germany especially, in the management of her schools, has been a thoughtful one, and as such it commands our respect, and invites our attention to some contrasting features of her schools and ours. These are sharply defined in some points recognized as vital to the best interests of schools; (1) in qualifications of teachers, (2) permanence of the teaching force, (3) character of plan of studies (4) school attendance, (5) supervision.

Under the head of "qualifications demanded" we gather from the report of the Commissioner of Education for 1886-87, that in the States making full reports, only one out of seventeen teachers was, in 1886, a graduate of a normal school, although about twelve per cent. of all teachers employed had attended a normal school. The proportion for these States, which include California, Illinois, Kansas, New Hampshire, New York, Massachusetts, Pennsylvania, Vermont and Wisconsin, may be accepted as holding good for the rest of the Union. In other words, more than three-fourths of the teachers enter upon their calling without any special training. This is in strong contrast to the requirements in Germany, where candidates for positions in the elementary schools, (Volkschulen) must have the equivalent of a normal school training of three years, and pass two rigid examiniations—one at the close of the course, and the other not earlier than two, and not later than five, years afterwards.

The examinations of candidates for positions in high schools are very severe, and even one who desires to teach in a private family must first have a certificate of qualification from an examining commission.

Thus we see that teaching is recognized by the Government of Germany as a profession, in every way as severe in its requirements and as honorable in its character as is either of what we are wont to call the three learned professions.

In the matter of permanence, the German teacher's profession is a chosen career of a lifetime. In the United States the average duration of service of teachers is less than four years. The minds of our chil-

dren are moulded in great part by young women waiting to be married, and young men studying for a profession. What other business would permit such a large "tramp" element to impair its efficiency or lower its standard of effective usefulness?

In Germany the plan of study for schools of all grades is elaborated by the best educational thought of the State. In many parts of the United States the plan is left to a local board, made up of men of no special fitness for the task.

In the matter of attendance, the German law is compulsory, and is enforced; the police officers co-operating with the school boards. There are also truant schools provided for incorrigibles. In this country there is gross neglect in enforcing the law, and also in providing proper truant schools.

In Germany, again, there is an organized department for school supervision, presided over in each State by an official, who is a member of the Government and has a direct interest in shaping the educational policy of the State. The organization of schools, the examination of teachers, the criticism and direction in methods of teaching, are entrusted only to professional educators.

We should do well to follow Germany's example in all these points. Unskilled direction of the schools means poor instruction, a waste of the children's time and of the people's money.—*Atlantic Monthly Sept.*

THE WEAK PLACES.

Another weakness often noticed is the failure of teachers to save time and teaching power. By this, I do not mean the shirking of any necessary school duty, but rather, the utilizing of school moments in such a way that each may bear fruitage in acquired power for both teacher and pupil. For instance, many teachers waste a considerable proportion of recitation in useless talking to pupils about details, when the whole time should be given to the work of the period. Such talk is usually twaddle; it does not correct faults, it does not strengthen weak places, it rather makes pupils too familiar, and discipline more difficult.

Again, weak places are found in the manner of dealing with a child's study time. The effect of half-study upon a child's mind is ruinous. Therefore the teacher, out of her fullness and strength, should teach him how to apply himself to a lesson till it is learned; should encourage

the self-respect and regard for his reputation as a pupil, that comes from an intelligent mastery of difficulties.

Where are the weak places? In reading — I notice hesitating and awkward pronunciation, inability to call words at sight, and a corresponding inability to grasp the thought. Were teachers to keep in mind always how many things they require a child to do in the one effort of reading, I am sure they would strive to find the secret of teaching reading. It does not lie in the expressions, "Call that again," "You ought to know that word," "Have you studied this?" and the many kindred sayings with which teachers have the habit of putting the responsibility upon the child.

The power to read intelligently must come from the teacher; she should always give the child the correct model for pronunciation. I think it injustice to a class to spend five minutes of its recitation in trying to make one child in it *think out* the pronunciation of a word. Yet two-thirds of the time of our reading recitations *is* spent in just that way. If children are old enough to study, it is well for the teacher to give them, previous to the study, a correct pronunciation of all the difficult words and expressions in the lesson, and to require *them* to pronounce rapidly and distinctly several times, or until they do it easily.

The habit of stumbling and halting is a common one; it is an injurious one, and it is a criminal waste of time in a teacher to allow it and encourage it.

Where are the weak places? In language teaching, a meagre vocabulary, little skill in the use of verb forms, and inaccurate written expression, with exceedingly poor conversational facility, characterizes many of our school rooms. The teacher's self-examination must here include these questions: What am I doing with oral language? Am I giving these children a helpful vocabulary and teaching them to speak their own language correctly? If not, how may I change my method with them? How may I enlarge my own mental grasp of the subject?

In Geography, I notice too much memorizing of the text, too little drill in location and direction, too much use of the imagination, too little practice in accurate statement of facts, as the common weaknesses. In Arithmetic and number work, have you ever noticed the language of an ordinary class in arithmetic? Have you thought upon the grammatical murders that daily occur in the solution of problems? Have the appalling statements, and the disconnected propositions, and the

incoherent and erroneous jumbling of ideas that have no connection, ever come forcibly home to your consciousness, as you have listened to our fourth and fifth grades in their work in *fractions*, for instance? How simple a matter it is to give children the habit of finding the *first thing to do* in number work, to make a statement of that, then finding the next thing, and so on, finding at last the relation of these several steps to one another, and to the result. Recitation work on this subject should be upon new problems, and not upon those they have already studied, reserving always time for the explanation of that which is not understood. Always have a supply of illustrative problems at hand for drill work, and for the *clinching* of ideas.— *School Education.*

A SHORT TALK ON AFRICA BEFORE BEGINNING ITS STUDY.

MR. EDITOR: I have found it very successful to take up the study of a new country in this way. Suppose it to be Africa. We first located it very carefully on the globe, after which we turned to the wall map of Africa. My one object was to get the class *interested* in the country before we attempted the study of it. I first called their attention to the fact that God had placed a natural water boundary on all sides of the country except the narrow strip between the Red and Mediterranean Seas, thus creating it in the form of a peninsula, but that *man* had cut an artificial water-way across this strip of land changing the peninsula into an island. I spoke briefly to them of the man who planned this wonderful canal, its use, its immense cost, and told a little concerning the level, sandy country through which it passes. Told them De Lesseps still lived, and, although an old man, had attempted a canal across our Panama Isthmus. We then pointed to the equator and saw that the greater part of the country lies in the hot zone. We then talked of the kind of people found in hot climates. I asked the cause of our Civil war, and they readily answered "Slavery."

We then traced the slave back to this his native country. I tried to have them clearly realize that *this* is his *native* land, just as America is the native land of the Indian. I now spoke to them of Stanley, of his *first* trip, when he was sent to find Dr. Livingstone, told them *why* Dr. Livingstone was there, and in doing so pointed out the Nile River on the map and told them of its wonderful, regular annual overflow in

Egypt, causing one of the most fertile valleys in the world to spring out of a desert. This led us to speak of the continuous rainfall in Central Africa at certain seasons, and they easily connected the overflow with the rainfall, hundreds of miles away. They also saw that Central Africa must necessarily be higher land. I now pointed to Lake Tanganyika, and described the meeting between Dr. Livingstone and Henry M. Stanley upon its shores. Told them how in spite of Stanley's entreaties Dr. Livingstone decided to remain in Africa until he had accomplished *all* in his power as an *explorer* and missionary, how Stanley was obliged to reluctantly bid him good-bye and leave him in the heart of Africa, while he returned to Europe. How, not very long afterward he was found upon his knees by his bed, dead. How his men loved him and were determined to bring his body to England. How in that *hot* country it was almost impossible to do so. How they buried his heart and intestines there and brought his body, sun-dried, and salted to England, where it was honored with a burial in Westminster Abbey.

We then spoke of the exploration of the Congo River, following Stanley's course as well as possible on the map, keeping the fact before them of the greatness of the river, second *only* to the Amazon, speaking of the numerous falls around which the boats had to be carried, the density of the vegetation and the savage nature of many of the native tribes. I tried to make plain to them *why* this vegetation is so dense and to have them see why exploring Central Africa has been such slow and dangerous work.

We now spoke of Stanley's recent trip—of Emin Pasha, of *his* deciding, like Dr. Livingstone, to remain and finish his work in Africa. We talked of Stanley's new book, of his recent lectures and the interest which the whole civilized world is showing in his work. We spoke again of the people and I told them of the dwarfs Stanley has discovered in the Congo River Basin. Told them also of the awful cannibalism he found existing there and a little concerning the slave trade as now practiced.

We now located the mountains, finding them along the coasts. We talked of the winds, and moisture they either bring or fail to bring with them. Spoke of the great difference it makes to a country whether the winds are moist or dry. We found, marked on the map, just north of the tropical forest, a large tract of desert, and knew, of course, there

must be a *cause* for its lack of verdure.. I left it with the children to find the cause and present to the class. We now spoke of the caravans, crossing the desert with camels, and I asked the children to ascertain *all* they could about this kind of travel, all they could about *camels*, and *why* they can live so long without water, and without food. Also asked them in connection with this to find out what a *simoon* is. I tried to be careful, as we proceeded, that *all*, not a few, only were interested and were listening *understandingly*, I think I can safely say, *all were*. After this talk I found no lack of interest in our study of Africa. The foundation was laid, I guided, and the pupils did the work, willingly and apparently *intelligently*. I told them we would take Egypt or Dominion of the Khedive, separately, devoting an entire talk to it alone, before we began its study. I then wrote the following list of words upon the board to remain a week, at the end of which time they were to hand me in any and everything they had learned concerning each one. At the end of the week the list upon the board was changed.

1. Ivory	11. Congo Free State	21. caravan
2. date-palm	12. palm oil	22. camel
3. diamonds	13. elephant	23. simoon
4. baboon	14. gold	24. desert
5. Siberia	15. Cape Colony	25. missionary
6. salt	16. reptiles	26. Soudan
7. cannibal	17. birds	27. canal
8. dwarfs	18. oases	28. artificial
9. forests	19. explorer	
10. deserts	20. discover	

I have only to add that the interest of my children did *not* lessen and at the end of a very short time they could, *without books of course*, draw a very good outline of Africa, locating upon it, the forests, 10° on either side of equator, grassy region between 10° and 15°, then deserts. Zones, animals, lakes, rivers, mountains, capes, and something concerning the kind of people, dividing it, of course, into its political divisions. They had, I am certain, a very clear idea of the condition of the negro at home and of his native country.—*Popular Educator*.

EDITORIAL.

Do not fail to read the paper by Dr. Harris, which we reprint this month from a symposium on education in the New York *Independent*. It is an incisive and able discussion of the question of teaching religion in the schools.....WISCONSIN at present stands foremost of the states in the secularization of the pub-

lic schools. The supreme court decision in the Edgerton case goes a step beyond any previous decision; and the Bennett law issue, which in reality relates to the same matter, is more clearly defined and more definitely *the* issue of the campaign in this state than anywhere else.....OF teaching patriotism in the schools Mr. Fitch says: "A boy is more likely to do something hereafter to make his country proud of him, if he is early taught to be proud of his country.".....MAKE these three books a first year's Reading Circle course, and study them by yourself if you cannot get anyone to join with you, though of course there is great advantage in co-operation and organization: Fitch's Lectures on Teaching; John Fisk's Civil Government in the United States; Miss Burt's Literary Landmarks.....DOES not the Short Talk on Africa, published elsewhere in this number, furnish a satisfactory example of the way in which the teaching of Geography may be made vital? Who can furnish us with an equally suggestive scheme for introducing instruction upon one of the other continents? We shall be glad to publish suggestions of this sort.....IN a decision in the case of the Joint Free High School of Hull and Colby and Green Grove vs. Town of Green Grove, Mr. Justice Cassoday, of the State Supreme Court, says: "We agree with the State Superintendent that our free high school system is crude, deficient and complicated, and greatly needs revision." WE are able to give this month some statistics of students in the State University from the accredited schools during the two past years. The growth of this relation of the University to the schools is one of the most important educational developments in the State, and the Statistics will therefore be read with much interest. We also give the first installment of Entrance Examination Questions, which will serve to make principals of the high schools better acquainted with the requirements of the University.....THE program of the State Teachers' Association is outlined elsewhere by the President, and gives promise of great interest. Do not fail to use your influence to make the meeting the largest ever held in the State.

PURELY formal studies, such as grammar and rhetoric, ought never to be pursued as an end in themselves. They are but means,—means to a better understanding of literature; and the significance of them comes out only with their use. When the grammar which the pupil is acquiring is made to serve its purpose of helping him to interpret and appreciate what he reads, and of aiding him to determine what are correct forms of expression, his interest in the study increases at once. The worst result of the talk about studying grammar for the discipline it gives is that it serves to keep teachers from seeing the real end of the study. Some mysterious effect upon the mind is assumed, such as strengthening the memory or the judgment, which comes of itself and without the necessity of seeing how; and thus we are excused from finding the practical utility of the study. Let us have done with such make-shift defenses. Formal studies have very little value in themselves; they are not a magic potion essential to the right development of the mind. They are worth something as

instruments; and without the power and habit of using them for their appropriate ends they but lumber the mind. Therefore it is not less important to teach their use than to teach them; and this teaching of their use ought to go on side by side with their acquisition.

SOME eastern educational writers seem to be convincing themselves that academies are indispensible, because the high schools never can serve as fitting places for college while discharging their full duty by that larger proportion of their pupils who do not expect to pursue advanced studies. When narrow views are taken of college education the difficulty suggested is a serious one. If a small number of those in the school are to receive three and four years of training in Latin and Greek, and the school is not a large one, it is manifest that the teaching force must be distributed to the disadvantage of the many. The best equipped teachers must devote themselves to the candidates for college, and the other pupils must suffer corresponding loss. But if the school is a large one, so as to require a good many teachers, the difficulty disappears, since the college demand only changes the lines upon which divisions are made without seriously increasing their number. But another way of escape from the difficulty has been found, and is in practice in Wisconsin. The college may offer a variety of courses, and the different schools seeking to fit for it may direct their efforts towards the one best adapted in general to the wants of the local community. Thus there need be no wide separation of those going to college from those not going to college. This adjustment to school courses has been very satisfactorily accomplished in the courses for free high schools prepared and recommended by the State Superintendent. They are courses well adapted to pupils who do not look beyond the high school. But one of them—the ancient classical—is really open to the criticism quoted above, and there are many places in the state where this course can be profitably carried on together with others. Thus the educational ladder is with us made to reach from the primary school to the University, as it ought to. Academies may flourish among us, not because the high schools cannot do their work and fit for college, but because there are always in a state many who seek and need different training from that of the public schools.

THOUGHTFUL teachers will find much that is suggestive in Mr. J. G. Fitch's unpretentious "Notes on American Schools." They appeared originally as an appendix to a report made to the English Parliament, and claim to be no more than the impressions of a traveler. But Mr. Fitch has been for a long time one of Her Majesty's inspectors of schools, and has therefore a trained eye, which detects what would escape less practiced observers. For instance, he observes that memorizing is much more common in America than in England. He says: "Many more rules, definitions and aphorisms are committed to memory in American than in English schools. I heard in one class the boys get up one after another and give by rote in succession a few sentences recording the names, dates and chief performances of the eighteen presidents of

the United States. * * * I am glad to know that in England the only purely memoriter exercise prescribed in the code is the learning of good poetry, in which not only the substance is interesting, but the form is itself valuable, and has a grace and charm, and therefore an educative value of its own." He finds the English practice of learning a hundred of the noblest lines of a play like Julius Caesar much more profitable than the American one of learning rules. The contrast is striking. We do not yet appear to value sufficiently the appreciation of literature. We too readily assume that pupils cannot profit by the best works, and so fail to give them that training which establishes in the mind a high standard of excellence. Our rules, on the other hand, are pernicious. They prevent the development of the intuition of the pupil, by giving him a formula which saves him the trouble of trying to see relations. But culture consists in seeing relations and appreciating good literature — high thoughts in admirable form. May not the criticism be helpful to us?

THE general turn of Mr. Fitch's observations is commendatory of our schools, but the passages we have marked for quotation, as most useful to us, point out defects. Of grammar he observes: "The logical analysis and synthesis of sentences receives a good deal of attention. But verbal analysis, the structure and decomposition of words, the meaning of significant prefixes and final syllables, and the grouping together of words having a common root, or a common element in meaning—an exercise which in judicious hands is found so stimulating in many English schools—is not always prescribed or practiced." We have separated this subject from English Grammar and set it up by itself under the name "Word Analysis." Perhaps the separation was not wise. It impoverished the grammar, tending to make it more and more a matter of rote learning of little practical value; and it made too much of word study, deferring it until late in the course, and so finally leading, in the pressure of other subjects, to its complete exclusion. The study is well adapted to children ten or twelve years of age if it is not made too scientific and seeks mainly practical results—an increased command of English. We should probably gain by restoring it to Grammar and not increasing the time given to that study. We append some scattered observations: "The reading books as a rule are bright, well illustrated and attractive; but rather more fragmentary than our own, and are generally designed to form a taste for reading rather than to convey much information." "The schools generally are less amply furnished with playgrounds than schools of corresponding grades in England; and it seemed to me that much less use was made of them during the mid-day recess." "One could not help being impressed everywhere by the excellence of the discipline, and the more so as it is said to be maintained almost uniformly without resorting to corporal punishment." "The chief feature in the schemes of instruction is the minuteness with which all the details are specified, and the little room that left for the discretion or special preferences of the teachers."

OUR DRAWER.

THE ACCREDITED SCHOOLS.

The following list shows the number of students in attendance at the State University from accredited schools for the years 1888–'89 and 1889–'90. High Schools are intended unless otherwise indicated:

Albion Academy	10	Mineral Point	1
Appleton	8	Monroe	14
Baraboo	6	Neenah	3
Beaver Dam	3	New London	1
Beloit	1	New Richmond	1
Berlin	6	Oregon	2
Boscobel	1	Portage	12
Brodhead	6	Poynette	5
Carrol College	7	Prairie du Chien	1
Chippewa Falls	3	Racine	3
Darlington	4	Racine College	1
Dodgeville	3	Reedsburg	2
Eau Claire	7	Richland Center	1
Edgerton	3	Ripon	2
Elkhorn	1	Rockford	2
Evansville	1	Rochester Seminary	5
Evansville Seminary	4	Sharon	2
Fort Atkinson	9	Sheboygan	1
Fond du Lac	4	Sparta	18
Grand Rapids	7	Spring Green	2
Green Bay	1	Stevens Point	2
Janesville	10	Stoughton	3
Kenwood	2	Viroqua	7
La Crosse	8	Waterloo	2
Lake Geneva	3	Watertown	7
Lake Mills	3	Waupaca	1
Lancaster	1	Wausau	2
Madison	84	Wauwatosa	9
Mazomanie	5	West Bend	1
Milwaukee	31	West De Pere	4
Milwaukee Academy	2	Whitewater	3
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FROM FOREIGN SOURCES.

BELGIUM. Some ugly cases of official corruption have recently come to light. The school boards (committees of the city council) appoint the teachers. It was proved that a woman had been obliged to pay an entire year's salary for an appointment in the schools. In another place (a village in the province of Namur) a candidate for a teacher's position had bought the votes of four council members for 1,200 frs. The bargain was struck at midnight, and he thought he was sure of having secured the place. Unfortunately another candidate offered 1,300 frs., early in the morning, and of course received the appointment. "L' Abeille," a journal in Brussels from which we quote the above, adds to these statements: "A reform seems absolutely necessary. The teachers must be made officers of the State, must be removed from the whims

and corruption of the local boards, in order to raise the teaching profession in the eyes of the people and give the teacher's position the character of stability."

PRUSSIA. The cost per capita of school population in the cities of Prussia, according to the Bureau of Statistics in Breslau, is as follows:

Frankfort (A. M.)	$22 00	Breslau	$10 00
Berlin	14 00	Barmen	9 25
Hanover	12 00	Konigsberg	8 25
Elberfeld	11 75	Danzig	8 00
Magdeburg	10 75	Dusseldorf	8 25
Cologne	10 25	Altona	7 50

The minister of public instruction is making inquiries into the present condition of teachers' and school libraries in Prussia; the results of these inquiries are eagerly looked for.

The Prussian penitentiaries and houses of correction contain schools for criminals. Fifty-two teachers are engaged in these institutions. Their salaries range between $400 and $700.

A local paper in Silesia publishes the queer fact that in the village of Laband, near Gleivitz, 770 children are taught by two teachers, in consequence of sickness among the teachers; substitutes can not be had, and untrained teachers are not permitted under the law.

AUSTRIA. The "Pedagogium" in Vienna (a normal college of which Dr. Fr. Dittes was principal for many years) had last year 377 students. This is a remarkable number if the fact is considered that all the students of this institution are licensed teachers and have at least two years' experience in teaching.

"The School Penny Society" in Troppau, and branch societies in Silesia whose object it is to enable poor children to attend school, by clothing them and furnishing them with books, have so far spent 10,907 florins within 15 years. Another example of what value pennies have.

The Graz "Paedag. Journal" brings the news that Emperor Francis-Joseph accompanied by the minister of public instruction, von Gautsch, visited the educational exhibit and stayed a long time, minutely examining the teachers' and pupils' work. He expressed himself highly satisfied with what he saw, and was heard to say: "It is a collossal work these teachers do."

RUSSIA. The Russian Government has prohibited children of German families, living on Russian territory, but attending schools in Prussia, to take their books home from school. This looks like a protective tariff for Russian culture

SPAIN. Again a case of death from starvation in the district, Velez-Malaga has to be recorded. This is the fourth teacher who thus falls a prey to the miserliness of the Spanish country population; this village owed him 30,000 reals ($1500) back pay. He struggled for eight months to live on next to nothing, but finally succumbed. If he had given up his school he would have forfeited all right to his claim, and hence was obliged to keep his school open. This explains why he did not seek other employment.

ENGLAND. The English education department has cut down the course in short hand writing in the elementary schools from three to two years, because it has been ascertained that two years is sufficient.

STATE UNIVERSITY ENTRANCE EXAMINATIONS.

[The following directions are printed at the head of each paper: "Give your name and address on each sheet; also how long you have studied the subject, in what school, under what teacher and from what text-books." We shall publish other sets next month.]

AMERICAN HISTORY.

1. Give names and dates of first permanent Spanish, French, English and Dutch settlements.

2. Give what is most important in the history of Florida from its discovery until it became a part of the United States.

3. Give names and dates of the principal colonial wars.

4. Give an account of Burgoyne's campaign in New York.

5. When, where and to whom did Cornwallis surrender? What was the effect?

6. Give an account of Arnold's treason.

7. Name the Presidents elected by the old Republican party; the Democratic party; the Whig party.

8. Give the leading events of Polk's administration.

9. How many attempts did Lee make during the Civil War to invade the northern states, and how, where and by whom was he checked?

10. Give the principal military operations under McClellan during the Civil War.

HISTORY.

1. The Persian Empire.
2. Draw a map of Greece, and describe its geography.
3. Alexander the Great.
4. Hannibal.
5. The Emperor Trajan.

1. King Canute.
2. Edward the Black Prince.
3. Cardinal Wolsey.
4. The Duke of Marlborough.
5. William Pitt the younger.

PHYSICAL GEOGRAPHY.

1. Describe the solar system and the position of the earth in it.

2. Name the zones of the earth, their characteristics and explain their existence.

3. Describe and explain the origin of the prevailing winds of the globe.

4. Name three of the regions of the heaviest and three of the least rainfall f the globe, and explain why they are such.

5. State the differences between the climates of England and of Labrad , and explain their origin.

POLITICAL GEOGRAPHY.

1. Name and describe three of the principal rivers of three continents.

2. Name six of the leading seaports of the world, giving the location of each.

3. Name the parts of the world under the rule of Great Britain.

4. Describe the surface features of South America, and name its political divisions and their forms of government.

5. Draw a map of Wisconsin locating four of the most important rivers and cities and three of the lines of railroads.

ENGLISH GRAMMAR.

1. Classify sentences according to form. Illustrate each form.

2. Write a sentence containing an adjective, an adverb and a substantive phrase.

3. How is the possessive plural of nouns formed?

4. Write the plural of penny, brother, pailful, piano, 6.

5. Define clause.

6. Classify pronouns.

7. Write synopsis of *sing;* active, indicative, third singular.

8. Give the principal parts of lie, lay, sit, set, eat, hang.

9. Correct and give reasons: (*a.*) The ship and all her crew was lost. (*b.*) It was me whom you say came yesterday. (*c.*) I can not hardly believe the report. (*d.*) It is not for such as us to decide. (*e.*) Let any one do this if they can.

10. Diagram the following: I know the people of these colonies, and I know that resistance to British aggression is deep and settled in their hearts and cannot be eradicated.

ENGLISH LITERATURE.

1. Describe the works of three writers of the Anglo-Saxon period.

2. Describe the effect of the Norman conquest on the English language and literature.

3. Describe Pier's Plowman and the Canterbury Tales.

4. Describe the state of English literature in the fifteenth century.

5. Name the principal writers of the Elizabethan age with their chief works.

6. What was the character of the period from Dryden to Dr. Johnson, and who were the chief writers?

7. What was the character of the period from Cowper to Scott, and who were the chief writers?

8. What is the character of the period from 1830 to the present time?

9. Name the leading novelists of this century.

10. Describe the work of Thos. Carlyle.

PHYSICS.

1. Prove the formula for the space passed over by a falling body in a given time. Apply the formula to determine the distance when the time is 7 seconds.

2. Distinguish between the uses of the thermometer and the calorimeter:—between specific heat and latent heat.

3. What are the three characteristics of a musical sound, Explain what determines each?

4. What is a spectrum, and why is one produced when sunlight passes through a prism?

5. Describe an electroscope and show how to ascertain whether a body is positively or negatively charged.

6. Enumerate the essential parts of a voltaic battery. Upon what does the current strength depend, and how is it measured?

PHYSIOLOGY.

1. Name and describe the various kinds of joints, and tell the different movements which each can execute.

2. Name and describe the different kinds of teeth.

3. What is the pulse? How is it caused and why is there no pulse in the veins?

4. Why is it more dangerous to cut an artery than a vein, which normally carries the same quantity of blood?

5. Name the glands attached to the digestive tract, and tell what work each has in digestion.

6. How are sugars absorbed? Fats? Trace the course of each to the heart.

7. What is dyspepsia? How caused and avoided?

8. What is the use of oxygen? How is it carried to the tissues of the body?

9. Define and give example of reflex action.

10. Describe the internal ear.

ANNUAL MEETING OF THE WISCONSIN TEACHERS' ASSOCIATION.

The annual session of the Wisconsin Teachers' Association will be held at Madison, Dec. 29–31.

The first session will be held Monday evening, Dec. 29, at which time Pres. Chamberlain, of the State University, will address the Association on the subject of University Extension.

The work of the Association on Tuesday afternoon will be divided among three sections: A Superintendent's Section, A Graded and High School Section and A Normal School Section.

In each of these sections work of special interest to those engaged in the particular line will be considered during the afternoon. Some of the ablest and most experienced teachers in the state have consented to take part in these sectional meetings, and it is believed that the section work will prove one of th most interesting and valuable features of the entire meeting.

Tuesday evening, W. H. Morrison, Supt. of Farmers' Institutes, will addres the Association on the subject of The Educational Influence of Farmers' Institutes. Following his address there will be a social reunion of the members the Association and their friends.

The general work of the Association will be taken up on Tuesday forenoo

and Wednesday forenoon. The persons who will present papers or take part in opening discussion in the general meetings of the Association, have already been elected; but as several of the subjects in the precise form in which they will appear upon the programme have not yet reached me, I am unable to give them. For this reason it is thought best not to present any part of the programme further than already given, until it can be given in full.

From several quarters the suggestion has come that it would be well to extend the meeting until Thursday noon, Jan. 1, 1891, the argument being that as the Association meets but once a year, the length of this meeting should be greater than when two meetings were held annually.

The question of thus extending the December meeting is now under advisement by the Executive Committee. If they shall decide in favor of such extension, the programme for the additional day will be made up without delay, and the complete programme issued at the earliest date possible.

Our annual meeting ought to bring together not less than five hundred teachers this winter.

Fellow teachers will you be present? Will you make it your business to interest others to be present? We can make this meeting the largest and the most valuable one ever held by the Association; but it can not be done unless the teachers and superintendents of Wisconsin work together as one man for these purposes. Let us have a rousing meeting.

L. D. HARVEY,
Pres. Wisconsin Teachers' Association.

MILWAUKEE LETTER.

The Superintendent's monthly report for September is one of unusual interest, presenting several subjects of more than ordinary importance. In a very plain and emphatic manner he directs attention to the culpable delay in the matter of furnishing school accommodations in some parts of the city, where hundreds of children are compelled to go more than a mile and a half and are housed "in buildings not better than sheds in which, as yet, no provision is made for fires." It is shown that the quarter of a million dollars spent last year in buildings did not increase the seating capacity to any great extent as most of the buildings were to replace old ones.

Some abuses and irregularities are pointed out and remedies suggested: The small size of many of the German classes—from five to fifteen pupils—is shown to be a wasteful expenditure of teaching force, especially as the teachers are paid salaries of $1100; the Superintendent recommends a re-classification of the pupils studying German, and a re-enactment of the rule requiring a minimum of 20 pupils before a class is formed.

A statement showing that the amount of time spent by the principals in regular class instruction varies in the district schools from none to three hours daily, and in the primary schools from none to five hours, was accompanied by

a recommendation that a rule be adopted regulating the time to be so spent.

A number of important changes have already occurred in the teaching force of the city. The principalship of the Tenth District primary school, No. 1, was made vacant by the death of Miss Maria Bivans; her place is temporarily filled by Miss Oleson, a graduate of the State Normal School. Miss Anna H. Liddell was appointed to the position of Director of Kindergartners vice Miss Alpha O. Smith, resigned.

The night schools opened October 20. Whether the night high school will be opened this year or not is yet undecided. The District School Principals' Association, at their last meeting, entered a mild protest against the reduction of the salaries of the principals and teachers of night schools to $2.50 and $2.00 respectively, by resolving not to accept positions in them.

The success of the experiment started last year in establishing a cooking school is attested by the fact that another is about to be opened on the south side. The display of drawings by public school pupils this year at the Exposition building is the finest that has yet been made, and has attracted much attention from visitors. The committee having in charge this department of the schools has recommended that all teachers not having had special training in drawing be organized into a class for instruction under the Director of Drawing, and that an additional teacher of drawing be employed in the High School.

I. C.

ZEAL WITHOUT KNOWLEDGE.

The Illinois *School Journal*, in its October issue plays the Mentor as follows: "What ails the The Wisconsin Journal of Education? The most important conflict affecting the free schools that has been known in the history of the state is now raging within its borders. And yet one looks in vain in the September number of that periodical for any reference to it. Has the organ of public education in Wisconsin no word of advice or of warning to speak to the friends or the foes of free schools? Has the man who stands in the place of leadership of the educational thought of the state no thought upon the right or wrong of the Bennett law? Has The Journal no interest in school legislation? The editor can hardly belong to the class who hold that educators must keep clear of politics when the main issue in politics is one of educational policy. We confess that we are puzzled." Brother Brown will accept our thanks for his assistance, and the questions may go to our readers. For more than a year the JOURNAL has been outspoken in support of the Bennett law, and is not silent in the September issue. What ails the *Illinois School Journal?*

PROGRAM.

* * * What do you think of the labored effort to pronounce "program with the a *very* obscure? Some one seems to have discovered that program

altogether wrong, and I see (or rather hear) some excellent people saying the word as if the a were hastily swallowed. If that is right, I suppose we must also say diagram and diaphragm with the same studied disregard for the vowel.

[This seems to be as passing fashion for which we fail to find any authority in the latest dictionaries.]

IN THE SCHOOL ROOM.

SUGGESTIVE PARAGRAPHS.

—To CAUSE gross natures to pass from the life of the senses to the intellectual life; to make study agreeable, to the end that the higher pleasures of the spirit may struggle successfully against the appetites for material pleasures; to put the book in the place of the wine bottle; to substitute the library for the saloon; in a word, *to replace sensation by idea*—such is the fundamental problem of popular education.—*Campayre.*

—That "excellent thing in woman"—and in man, also, when in the school room—the "gentle" voice, though not necessarily "soft" or "low," is a means of grace to teacher and taught alike. Few teachers realize how accurately their gain or loss in influence can be measured by the quality of the tone n which they talk. There is no excuse for the hard, sharp, rasping tone, so common as to be usually reckoned one of the characteristics of a "schoolma'am," even in the noisiest room or among the most unruly children. The law of *similia similibus curantur* does not hold good in such a case. Screaming and shouting at children tends to make demons even of little angels; and they must be angels indeed who can escape such transformation. The teacher should know how to make distinctness serve in place of force to the end of sparing her own throat and the nerves of her pupils.—*Caroline B. LeRow, in Ladies' Home Journal.*

—Study methods of teaching, and then originate your own; study the character of your pupils, and then adapt your teaching to the peculiar traits of each disposition. Don't try every new method, neither continue in the old ruts simply because you were taught that way. Don't make a machine of yourself, but put active life into every action, thought and expression. Don't give way to discouragement because a pupil appears stupid and incapable of being taught, but try plan after plan, and you will eventually succeed if the boy has any mind at all. Your work as an instructor of boys and girls is an exceedingly noble one, and as a teacher you can be and ought to be one of the best.—*North Carolina Teacher.*

—"Many a master runs about mentally just as if he were trying to catch geese on a common. There is the flock assembled in a reasonably compact body. He makes a dash into the middle, of course missing his victim; and off they go in all directions, he after them, first chasing one, then another, till the

flock has ceased to be a flock, and he, all out of breath, is no longer within reach of any of them. Run one goose quietly into a corner, run him down, is the first rule of catching geese; and a good rule, too, whether in class-room or on common. Every fault must be chased."—*Thring*.

HUMOR OF THE SCHOOL ROOM.

WRITTEN EXCUSES.—I once taught a country school in the backwoods and as was the custom then, I required a written excuse when a pupil was absent one or more days. Some of the excuses I have kept and they afford me a great deal of amusement after all the years that have come and gone since then.

Here is an excuse brought one day by a tall, red-haired boy of seventeen:

"Dere Cir:—Pleze to eggcuce Henry for absents yisterday. He made sourkrout and he had to tromp it down. Allso he had to Help buther 2 pigs.

"Respeckful yuers. His pap."

"Did your father write this excuse himself?" I asked.

"No, sir," replied Henry, "I writ it for him 'cause he can't spell very good."

I am glad too add that Henry's spelling improved while I had him in charge. Another boy brought me this excuse:

"Kind Teacher: Ab could not come yesterday on account of taring his pants very bad just before starting, so it took me most all day to mend them up."

A boy about ten years who had been absent two weeks brought me the following:

"John Henry had a soar tow, allso a soar throte and a sore finger. Please egscuse."

A girl of about fourteen whose mother affected a degree of culture and great mental superiority over her neighbors, brought me the following note:

"Dear Sir: I trust you will pardon Alcione's wholly unavoidable absence yesterday. Circumstances are not always controllable by our finite minds, as you are no doubt aware. We are all subject to immutable laws and are constantly doing that we would not—alas! Therefore Alcoine's unavoidable failure to attend yesterday's session. I trust I may not soon have to indite a similar unexpected circumstance. Believe me to be

"Yours truly and respectfully,
ANASTASIA C. H——."

Simple and more direct to the point was the excuse brought me by a tow-headed little girl of about eight years, whose mother wrote:

"Phœbe could not be there or she would of went. I think she et too much sossage for breakfast. She shan't do it again. Please excuse her."

A boy of sixteen who came very irregularly always brought this excuse from his father:

"Excooze Bill."

That was all there was of it, but as I knew it came from his father I always "excoozed Bill" accordingly.—*J. L. Harbour, in September Wide Awake.*

SOME TEACHING DEVICES.

How to Teach Number.—In primary grades Number-work is chiefly constructive; the object is knowledge of numbers, and so the teacher should begin with a number, and take all processes with it.

The first thing to do is to find out what the children know of number. For this purpose the teacher may call them, half a dozen at a time, about a table on which are objects of various kinds, and holding up two objects, say:—

Edith, find so many blocks; Harry, find so many buttons; Walter, find so many wheels; Mabel, find so many spools.

Come and tell me how many you show me.

If all give the correct answer, she may continue the test by requiring each child to draw two marks on the board, to show two pegs, to show two different things, to name two different things in the room, two things seen on the street, two things at home, two days of the week.

If the child does not stand this test, the teacher should excuse him, and proceed with the rest until assured that they know two under all ordinary conditions. Then she may test for *three* in the same way. More children will have to be excused during this test. She should proceed in the same way with higher numbers, until the limit of the children's knowledge is reached.

The ability to count by ones is no proof of the perception of a number. The child may know the succession of numbers without knowing that four is different from one. As he repeats the numbers, each is only one to him. The fourth one is four, not the four ones taken together.

Two is usually the limit of the child's knowledge. About one-fourth of the children know three when they enter school. A few know four. So there will be three groups of beginners, namely, those whose knowledge of numbers is confined to two, those who know three, and those who know four. One group, therefore, begins with three, another with four, and the other with five.—*From "How to teach Number"—Ginn & Co.*

Managing Primary Children.—As a rule their little minds have been instilled with the thought that they must "mind the teacher." And this is the material with which we build. During the first week clinch the "mind the teacher" idea by seeing that in every instance they do mind. Give them easy tasks that you are sure they can do, and see to it personally that they are done. Then by careful watching, patience and an untiring and persistent energy *keep it clinched* throughout the entire year, for surely *one* of the things a child should know is *implicit obedience to the teacher.*

From the beginning, teach them to be quiet and orderly. Their slates and pencils afford an excellent opportunity for this, as they are new and the children are interested in them and anxious to use them. They will enjoy little drills in taking out and putting away slates; also drawing lines across the slate so gently that the pencil cannot be heard. It teaches them to act promptly, too, that all may act in unison.

Send them to different parts of the room on little errands, teaching them to move gently and gracefully. It will not be long before they will take as much delight as the teacher in keeping the room orderly.

Daily teach some little point in good manners, as passing behind instead of before people; not to interrupt one who is talking; to say "please," "thank you" and "excuse me," and *drill* them until they will do so *naturally* from habit. Show that you trust them by sending them often on errands of importance. It makes them trustworthy and adds the charm of dignity that is so sweet in childhood and will cling to them always.—*School Journal.*

TEACHING LANGUAGE.—The great mistake of much of the ordinary instruction in language is that of supposing that great power and natural skill can be acquired by the mind that has nothing to say. Says Max Muller, "Language and thought are one." Success in giving out is modified chiefly by success in acquisition. Acquisition must go beyond the narrow range of limited experience. Hence the successful teacher must have pupils who have observed much, or travelled much, or thought much, or read much to a purpose. The language of an indifferent student or observer must be limited. I say this even against the criticism implied in the fact of the loquacity of youth or the garrulousness of old age.—*Ohio Journal.*

THE GEOGRAPHY LESSON.—A favorite way of spending the time after the regular lesson was for one child to play teacher and ask review questions, or to play a guessing game similar to the following: "I am thinking of a river in N. A.; its name begins with M." Immediately a number of hands are raised; the leader calls on the pupils at his discretion until some one gives the answer and so becomes questioner. Or, in case no one guesses correctly, the first child gives another question. This game, as will be seen, may be of use in various ways, but should be played only occasionally.

During the term I read to the class those two charming books of Miss Andrews, "The Seven Little Sisters," and "Each and All." As the different countries were named we drew down the large wall maps and located the places; then opened our books and found them again. After finishing the story of each little sister, we tried to obtain supplementary matter in regard to the customs of her country. Our library being a depository of government books, we found numbers of pictures of the Esquimaux, and all of these bore some relation to our dear sister Agoomack.—*Ex.*

HOW DO YOUR PUPILS STUDY.—It is of quite as much importance how we study, as what we study. Indeed, I have thought that much of the difference among men could be traced to their different habits of study, formed in youth. A large portion of our scholars study for the sake of preparing to recite the lesson. They seem to have no idea of any object beyond recitation. The consequence is, they study mechanically. They endeavor to remember phraseology rather than principles; they study the book, not the subject. Let any one enter our schools and see the scholars engaged in preparing their lessons.

Scarcely one will be seen who is not repeating over and over again the words of the text, as if there was a saving charm in repetition. Observe the same scholars at recitation, and it is a struggle of the memory to recall the forms of words. The vacant countenance too often indicates that they are words without meaning. This difficulty is very much increased if the teacher is confined to the text-book during recitation, and particularly if he relies mainly upon the printed questions so often found at the bottom of the page.—*Page's Theory and Practice of Teaching.*

FOR ODD MINUTES.—It often happens in a school that there are now and then a few odd minutes left over, at a time when studying is impracticable. Such may be utilized for short lessons on such subjects as common science will afford; rain, dew, fog, hail, snow, wind; effect of trees and vegetation on climate; food plants, clothing plants, woods for building, medicine plants; characteristics of common poisonous plants and animals; value of different foods in the body; sources of human energy; work the old illustration of an engine for all it is worth; constellations visible each night, value of the sun's heat and light, changes of the moon, influence of planets, sun and stars on earth; how soils are made; agricultural chemistry. There are millions of subjects. Make out a list and have it ready for these scraps of time.—*Tex. Jour. of Ed.*

SHAKESPEARE'S NAME.

How do you spell the name of the renowned author of "Hamlet?" Shakespeare and Shakespere are two of the most common ways of spelling the name, but that these are perhaps wrongly spelled I will attempt to show. The old records give us but little light on the subject. The authors of 150 and 200 years ago variously rendered it as Chaksper, Shaxpur, Shaxper, Shaksper, Schakesper, Schakespeyer, Shagpere, Shaxspere, Shaxespere, Shakspere, Shakspear, Shakspeere, Shackspeere, Shackespeare, Shackespere, Shakepere, Shakpyer, Shaksper, Shakyspere, Shakespire, Shakespear, Shakespeare, and after many other forms too numerous to mention.

It seems from the older records that the name was pronounced Shak-sper, or Shaxpur. In four of the six genuine signatures of Shakespeare preserved, the name is spelled "Shakespere." The remaining two are illegibly written, but evidently contain eleven or twelve letters. Nearly every edition of the works printed before the death of the author had the name on the title page spelled as "Shakespeare." This is also Ben Johnson's spelling in 1616, in one instance it being put in form of "Shakespeare." It is believed to have been the change in pronunciation of the name that led to the change in spelling it, rendering it either as Shakespeare or Shakspeare, instead of Shaxpur.

SOME USEFUL EXERCISES.

IN CIVIL GOVERNMENT. Give an account of the following:

(a.) The various kinds of taxes raised in your town, the amount of each

kind, the valuation, the rate, the proposed use of the money, etc.

(b.) The work of any department of the town government for a year, as for example, that of the overseer of the poor.

(c.) Any pressing need of your town, public sentiment towards it, the probable cost of satisfying it, the obstacles in the way of meeting it, etc.

2. What classes of officers in a town should serve during good behavior? What classes may be frequently changed without injury to the public?

3. Illustrate the difference between real estate and personal property.

4. Would anything be gained by exempting personal property from taxation? If so, what? Would anything be lost? If so, what?

5. Does any one absolutely escape taxation? Are there any taxes that people pay without seeming to know it? If so, what?—*Fisk's Civil Government.*

IN SPELLING. I. Choose the right word. Form sentences using the rejected words correctly.

1. In Germany people prize the (stalk) (stork) very highly.
2. A column, unlike a (pillow) (pillar), is always round.
3. Little girls should learn to (so) (sow) (sew).
4. When Mary went to Scotland she saw a beautiful (loch) (lock).
5. Miss Amelia Edwards, when at Hartford, received a (compliment) (complement) not only for her scholarship and accomplishments, but also for her British pluck.
6. Mary draws the upper lid over the under lid, when she wishes to get a (moat) (mote) from her eye.
7. Do (right) (rite) (wright) (write), is a motto all should follow.
8. The English violet has a pleasant (cent) (scent) (sent).
9. I saw a beautiful (seen) (scene) (seine) among the mountains.
10. The boy had a noble (mean) (mien.

PRONUNCIATION MATCH. The spelling match, though valuable and even indispensable, like other good things, may become monotonous, and a change will be found refreshing and entertaining. Some Friday afternoon let your advanced pupils "choose up," and try the following list:

err	vagary	curacoa	sesame	indissoluble
coffee	vicar	dais	photographer	wont (custom)
turquois	pyrites	okra	research	drama
courtesy	tribunal	lyceum	soprano	eighteen
excise	suite	cuneiform	ere	millionaire
Bryzantine	nape	donative	turbine	desuetude
dado	rise	double-quick	communist	resource
vendue	used	eh	elephantine	sacristan
off	troth	amateur	exhaust	telegraphy
humor	era	tenet	courier	tragacanth
Philemon	care	plagiarism	decorous	sardanapalus
docile	construe	terpsichore	valet	recitation
Italian	elegiac	thalia	onyx	crescent
dumbfound	exhale	ordeal	pare	

—*Western School Journal.*

IN LANGUAGE. 1. Contract into simple sentences:

I believe that this is the only way in which it can be accomplished.

When they heard that the fort had been captured they decided to retreat.

He mounted his horse and galloped to the rear, that he might bring up the reserves.

2. Expand into compound or complex sentences:

Alarmed by reports of the advance of the enemy the general called a council of war.

Instead of promptly reporting the prisoner's escape he allowed nearly a day to pass.

Probably not one of the spectators could explain the mode of doing it.

THOUGHT QUESTIONS. 1. Carefully distinguish two persons designated by each of the following names: Bacon, Webster, Johnson, Spenser, Butler.

2. Why do the leaves fall in Autumn? Do all trees shed their leaves?

3. What cities are the great commercial centers of the following products: Coffee, caoutchouc, silk, tin, spices?

4. What is "No Man's Land," and how did it arise?

OUR BOOK TABLE.

READERS TO UNIFY SCHOOL WORK.

THE NORMAL COURSE IN READING, (First, Second, Third and Fourth Readers,) by Emma J. Todd and W. B. Powell, (Silver, Burdett & Co.) is not a mere variation upon the familiar plan of American school readers, but a new departure, and one, we believe, in the right direction. Two features of the plan at once impress us with their excellence: first, reading is from the beginning understood to mean getting something, and the books are so planned that teachers must take care that their pupils read to get, instead of reading merely to read. From this conception it follows, in the second place, that the matter of the reader is of prime importance, and that this is arranged to correspond with and help on the broadening of the pupil's interests and information. There is thus in the books a systematic plan for developing the pupil's knowledge of realities. Instead of the usual miscellany of short literary extracts, we have a well arranged series of lessons on plants, animals, insects, natural phenomena, surface geology, history and institutions. Thus the reader becomes the center of a wide range of school work, reading, spelling, language, object lessons, history, and so on. This seems to us a great step in advance. It tends powerfully to the unifying of school work, which, we must recognize, now tends to distract the learner by the multitude of unrelated branches into which it introduces him. This result is secured without a marked departure from the usual appearance of school readers. We have the familiar division

into lessons or pieces, with helps for spelling, language lessons and so on; the admixture of prose and poetry; the various kinds of prose composition, etc. Literature is thus not forgotton, but it is made a part of this whole of knowledge and culture provided for the young learner. It is very gratifying to note the skill with which the main matters of instruction are each carried on a stage further in each succeeding volume of the series. We heartily commend the books to the favorable consideration of teachers and school officers.

—A SYNOPSIS OF ENGLISH AND AMERICAN LITERATURE, by G. J. Smith, (Ginn & Co.; 125 pp.; $1.20), is a handy helper for the student of literature. The first part is devoted to English and the second to American literature. The plan of both is the same—a text and a marginal column. The text gives the full name and date of each author and the class of writers to which he belongs, with his best known works and his contemporaries; and the margin supplies a chronology of contemporary events. The text is divided into the recognized literary eras, in which the authors are classified as poets, philosophers, historians, etc. The book will be found useful for reference, and a great help to keeping matters in their proper relations.

—STORIES FROM SHAKESPEARE, by Mara L. Pratt, (Boston, Educational Publishing Co.; 165 pp.), narrates for young readers the stories of Macbeth, Hamlet, Othello, Cymbeline and Julius Cæser. The telling is brief and effective and especially commendable for the manner in which it incorporates striking passages from the dramas themselves. It will not only interest young readers but inspire them with a desire to read for themselves the great original. The book is abundantly illustrated.

—A STEM DICTIONARY OF THE ENGLISH LANGUAGE, for use in Elementary schools, by John Kennedy, (American Book Co., 282 pp.), presents word study in a new way. The book consists of two parts, word lists alphabetically arranged of the more important words with stems whose significance is readily made out; and stem lists, with meanings and explanations. A large collection of quotations containing words to be analyzed is scattered through the stem list and appended at the close. The book will be found useful in promoting the study of the derivation and meaning of words.

—ELEMENTARY COMPOSITION LESSONS, by Irene Hardy, (Henry Holt & Co., N. Y.; 169 pp.; $1.00), presents a progressive plan of training in the art of composition, which the author has found very successful in her work as a teacher. It is not a rhetoric with exercises for practice, nor a grammar book with errors to correct and sentences to patch out, but a teacher's manual full of ingenious suggestions for the management of composition writing in such ways as will secure observation, thought, skill of expression and genuine interest on the part of the pupils. It is rich in suggestions for teaching, and above all in answers to that perplexing question, "What shall I write about."

—AN EASY METHOD FOR BEGINNERS IN LATIN, by Albert Harkness, (American Book Company; 348 pp.), represents, in the extent and quantity of its exercises the "growing conviction among teachers that the attempt to prepare

boys to appreciate Caesar by means of a few short lessons and exercises is a failure." We mark another suggestive sentence of the preface: "The method of treatment adopted in this work is largely inductive, but not excessively so. The learner is not required to make his own grammar." The book is modern in many ways. "An illustrated Latin exercise book" some one mindful of former times will exclaim, but here we have it. The book contains some eighty illustrations, mostly of antiquities, and four of them are full-page colored plates. Moreover, they are closely related to the matter of the text, in the very spirit and manner of Comenius; and they make it both more interesting and more intelligible.

—HANDBOOK OF LATIN WRITING, by Henry Preble and Charles P. Parker, (Ginn & Co.; 109 pp.; 55c), aims to help not beginners but advanced students in College classes. Its instructions discuss the order and choice of words, the use of connectives and the structure of the period; and its exercises are continuous, designed to develop the power of writing Latin rather than that of writing Latin exercises.

—BELLUM HELVETIUM, for Beginners in Latin, by C. M. Lowe and Nathaniel Butler, (Chicago: Albert and Scott; 279 pages; introductory price $1.00), contains the text of the first twenty-nine chapters of Cæsar's Gallic Wars, divided up into short lessons and made the means of teaching to speak Latin. Each lesson requires translation from Latin into English and from English into Latin with the vocabulary furnished in the extract from Cæsar. This is handled again in the form of questions asked and to be answered in Latin. Notes and grammatical references are added. Such practice will insure a much fuller mastery of the language than is secured by the plans now commonly used.

—IN LATINUM, for Academics and High Schools, by J. D. S. Riggs, (Chicago: Albert and Scott; 124 pp.; introductory price 50c), makes Cæsar the basis for double translation and questions and answers, providing also for progressive lessons in grammar. It has in view the use of Latin in speech and writing, and not merely the acquisition of power to translate from that language into English. That the author is a successful teacher the structure of his books indicates.

—SADLER'S PRACTICAL ARITHMETIC, by W. H. Sadler and W. R. Will, (Baltimore: Sadler Publishing Co.; 310 pp.), is a modification of Sadler's Business Arithmetic. The latter has proved exceedingly acceptable to the teachers of business colleges, and it is believed that such changes and adaptations have been made as are needed for grammar and high school classes without taking away those characteristics which rendered the book popular. It has a large number of problems, and they are not puzzles but practical business examples; it follows the methods of business as prevalent at present; it omits impractical theories and obsolete subjects; and in its method it is wisely inductive, forming in the pupil right habits of mathematical thought. The brief note to teachers in the beginning of the book is worth volumes on the methods of teaching arithmetic. The book will promptly commend itself to practical teachers.

—A COMPENDIOUS FRENCH GRAMMAR, by A. Hjalmar Edgren, (D. C. Heath & Co.; 293 pp.; $1.20), offers in the first part a beginner's French book with progressive exercises, vocabularies, etc.; and in the second part, a systematic grammar of the language, prepared with special reference to the needs of our American schools and colleges.

—HEALTH FOR LITTLE FOLKS, (American Book Company; 121 pp.), is a first book in physiology and hygiene, very simply and clearly written and abundantly illustrated. It is approved by the Woman's Christian Temperance Union for use in the schools.

—A PRIMER OF PEDAGOGY, by Daniel Putnam, (H. R. Pettingill, Lansing, Mich.; 108 pp.; 25c.), attempts to found elementary principles of teaching upon a necessarily meagre outline of old fashioned psychology. The bald, mechanical and definitional character of the latter is made painfully apparent by the effort at brief statement. We have no faith in the value of such psychology, and fail to find any inspiration or help in such an application of it for public school teachers.

—SPECIAL DAY EXERCISES FOR SCHOOLS, (H. R. Pettingill, Lansing, Mich.; 128 pp.), contains miscellaneous selections for use in making up programs for thanksgiving, christmas, decoration day, etc.

—Ginn & Co. issue in a 23 page pamphlet, in paper covers, WEBSTER'S FIRST BUNKER HILL ADDRESS.

—COLORADO COLLEGE STUDIES is a pamphlet of thirty-six pages containing six brief papers by professors in Colorado College. Of these two are mathematical, by Prof. Lord; two are classical notes by Prof. Hendrickson; A Study of the Inductive Theories of Bacon, Whewell and Mill, by Prof. Gillman; and A Mathematical Text-book of the Last Century, by Prof. Cajori. The latter is especially interesting. We quote a single sentence: "The exact date when it (Algebra) began to be taught it is difficult to ascertain, but it appears that Harvard existed about 100 and Yale 40 years before Algebra came to be a part of their respective college courses."

—We have received several reports of considerable interest. That of the Denver Public Schools contains fine views and plans of several school buildings, and suggestive discussions in the reports of Supt. Gove and his assistants.———The Eighteenth Annual Report of the Kansas City Public Schools, contains papers of interest, by Supt. Greenwood Educational Hints; by E. D. Phillips Upon Book Makers and Book Buyers; and by May H. Fee on Literature. They are good papers and add to the value of the pamphlet———The Seventeenth Annual Report of the Portland (Oregon) Public Schools adds to i formal matter two interesting addresses to the graduating class.

LITERARY ITEMS.

—D. C. Heath & Co. announce for early publication the authorized translation of Co payre's *Psychologie Appliquee a l' Education*, in two volumes. Vol. I., *Notions Theoretiqu*

is a treatise on elementary Psychology. Vol. II., *Application*, is a practical application of the principles of Psychology to physical, intellectual and moral education. Also; the authorized translation of Compayre's *Cours de Morale Theoretique et Pratique*. These lectures are all fully indexed, and each is followed by a resume of its content. Three new Old South Leaflets have been added to the general series published by D. C. Heath & Co., all of them devoted to Indian subjects. The first is Coronado's Letter to Mendoza in 1540, written probably from the Zuni pueblo, describing his search through New Mexico for the famous "Seven Cities of Cibola." This English translation of Coronado's report has never been published before except in the large and costly collections of Hakluyt, and it is of special interest at this time, when the researches of Frank Cushing and others have directed attention anew to the Zuni country. The other two leaflets are John Eliot's "Brief Narrative of the Progress of the Gospel amongst the Indians in New England," first printed in London in 1671, and Rev. Eleazer Wheelock's "Narrative of the Original Design, Rise, Progress and Present State of the Indian Charity-school in Lebanon, Conn." (1762). These papers are a valuable addition to the series of Old South Leaflets, which now furnishes so many original historical documents to our students at the cost of a few cents.

—The story of Mori Arinori, the Japanese Minister of Education who was recently assassinated by political enemies is very effectively told in the November *Atlantic* under the title The Fate of a Japanese Reformer. One of the peculiarities of this number is the two articles, A Successful Highwayman of the Middle Ages, and An American Highwayman, which compel the reader to certain interesting and suggestive comparisons. The Legend of William Tell is happily discussed by W. D. McCracken, and The Fourth Canto of Dante's Inferno by J. J. Chapman. The new Serial by Frank R. Stockton leads the number and the first installment is full of promise.

—The publishers of the *Century Magazine* have secured for that Magazine a series of articles consisting of extracts from the Autobiography of Prince Talleyrand, the publication of which was deferred by Talleyrand's request for thirty years after his death, and again by the request of Napoleon III. The memoirs are of great interest and importance and their appearance has been eagerly looked forward to. This is the most notable instance of Magazine enterprise which has yet become public, and will be warmly welcomed by readers of that publication.

—"Delightful" is the exclamation with which we turn over the pages of the November *Harper's*, "the pictures are charming." Mr. Warner's Account of Southern California, "Our Italy," leads with enchanting views, and Der Meistertrunk, the festival play of Rothenburg, and Mr. Child's Urban and Commercial Chili with Port Tarascon, which is concluded in this number, fairly captivate us with their illustrations. Prof. Sloane's paper on Princeton University is an admirable educational paper, and no reader will pass by Lafcadio Hearn's Winter Journey to Japan, or Mr. Byers' account of Switzerland and the Swiss.

—Mr. Herbert Spencer's supplement to the essay on The Origin of Music published in his Essays, Scientific, Political and Speculative, opens the November *Popular Scientific Monthly*. It is an able criticism of Mr. Darwin's views and defense and extension of his own. My Class in Geomety will help any teacher of that subject to make his work more practical; and Prof. Key's School Life in Relation to Growth and Health deserves to be widely read. Other interesting papers on The Logic of Free Trade and Protection, Prof. Lockyer's History of a Star, A. R. Wallace's Human Selection and Prof. Mendenhall's address on The Relations of Men of Science to the General Public.

—D. C. Heath & Co. have in active preparation for early publication "*The American Citizen*," by Rev. Charles F. Dole. This book is dedicated "to American citizenship after the type of Washington, the Adamses and Lincoln, noble, devoted, disinterested, magnanimous, fearless, reverent." It is intended to provide a book suitable for the higher grades of the grammar school as well as for high schools and academies. It will contain such subjects as every boy and girl needs to know something about before leaving school. The intent of the book, however, is not merely to impart information, but at every step to help pupils to think for themselves that they may see the principles of good sense, justice and friendliness on which the state rests, and especially to awaken in them a loyal moral purpose.

—*Scribner's Magazine* will offer during the coming year a series of papers on Japan by Sir Edwin Arnold, four Articles on India by Prof. James Bryce, author of The American Commonwealth, African papers by Henry M. Stanley, and a new serial The Wrecker, by Robert Louis Stevenson. In the November issue we turn first to Prof. Shaler's concluding paper on Nature and Man in America which is rich in suggestions. The Tale of a Tusk of Ivory is a striking African paper and Through the Grand Canon of the Colorado is delightful both in descriptions and illustrations.

—In A Modern Hero, an account of the romantic life of Dr. Samuel G. Howe, Laura Bridgman's teacher, *Wide Awake* gives a specimen page of the raised print for the blind. The November number is full of good things, among which Boy Blue of Grand Pre, a tale of Acadian Old Folk love, is especially attractive.

NEWS AND NOTES.

— By the time this number of the JOURNAL reaches our readers the issue of the State elections will be known. The canvass, we cannot doubt, will have deepened in the minds of the people the conviction of the value of our common school education, and of the desirability of making it as universal as possible; and those provisions of our laws which have this end in view will naturally have gained in effectiveness, because public sentiment has been aroused in regard to them. The time, therefore, seems favorable for an effort to improve the moral schools; to increase the attendance upon them; to elevate the standard of teaching in them; to improve their buildings and appointments. The little school house ought to be taken into the hearts of the people, and to show by its appearance and its products the results of their intelligent interest.

—It is gratifying to learn that the Library law is now in effective operation in more than half the towns of the State. We must not rest at this point. We may reasonably anticipate that the provisions of the law will soon be generally operative throughout the State. But it is further necessary to see to it that this new means of education is turned to the best possible account, and the teachers will justly be held responsible for this work. They must promote the use of the books among their pupils, and guide and help them to use the books well. This is no slight task, and we fear that many of the teachers are but imperfectly equipped to manage it. They should therefore be stimulated and helped in the matter. The Superintendents should call for statistics regarding the use of the libraries, and make it a point during their visits of inspection to examine into the condition of them in each district and make such suggestions as may be needed. The institutes also might profitably make a place for this subject on their programs. "What did you do with the library books in your last school?" would be a fruitful inquiry, and develop many practical suggestions. It is a step in advance to have created the libraries; it will be a still greater one to secure a wise and general use of them.

—Field day was successfully observed by the Whitewater high school on Friday, Oct. 17. The exercises were so successful as to give rise to a wish for a gymnasium in connection with the schools.

—Short institutes have been held this month at Milwaukee, Stoughton, Barron, Sun Prairie, Oconomowoc and Fort Atkinson, with good attendance.

—Statistics at the State Superintendent's office seem to show clearly the beneficial working of the Bennett law. The actual increase of attendance on public and private schools during the year ending Jan. 30, 1890, over that of the previous year was 20,359, while the increase of population of the State would lead us to expect less than half that number, or 9,257. That this difference is largely due to the effect of the law is shown by another contrast: during the year ending June 30, 1889, 40,-419 children did not attend any school for twelve weeks or more, while in the following year only 30,994 such children are reported. It thus seems fair to infer that the law secured the attendance of between ten and eleven thousand children during twelve weeks at least. Can any one question the utility of a law which produces such results in a single year, without also calling in question the value of public school education?

—The enrollment of the La Crosse schools has reached 3,691, the largest ever recorded in that city. All the school buildings are full and it has been necessary to rent five additional rooms to accommodate the pupils.

—Prin. E. S. Stevens, of Arcadia, came to that village just in time to be caught by the destructive fire there, in which he lost his library and outfit. The enrollment in the schools has reached 190.

—The blanks in the list of Principals of Free High Schools published last month may be filled out as follows: Clintonville, Fred Wood; Sheboygan Falls, A. W. Weber. No principal has yet been appointed at Almond. The name of the Principal at New Lisbon is B. C. Parkinson, instead of B. F. as printed.

—At Eau Claire the unification of the city schools seems to be working well and giving general satisfaction. Plans are on foot for the erection of a new central high school building, to cost not less than forty thousand dollars. A suitable location has been secured on the west side, easily accessible by the street cars and with abundant grounds.

—Do not fail to read the paper on the study of Constitutions, by A. O. Wright, which we publish this month, nor Dr. Harris' discussion of religious teaching in the public schools. Primary Education in Japan will be sure to interest you, and if you teach geography you cannot fail to profit by the articles on that subject under Theory and Practice.

—A proposition to drop German from the public schools of La Crosse below the high school, drew forth a protest from a committee of German citizens, which contains details of an investigation of so much interest that we insert entire the summary of it given in the *Chronicle*. The proposition was voted down after the report. The chairman of the committee said: "The committee was not urging the teaching of German in the public schools as Germans, but because the language was, next to English, the most widely spoken of any in the world; because it is the language of a rich and grand literature, and because with it one may go all over the world. He presented a number of communications from superintendents in different cities on the subject.

In Davenport, German is taught in all grades, eleven teachers being employed and the result is considered good.

In Milwaukee, German is taught in every grade by special teachers and results are satisfactory.

In Watertown, German has been a regular branch for twenty years and does

not interfere with English. It is taught by regular teachers and good results are attained.

In Columbus, Ohio, the German element is so strong that part of the teachers are required to know and teach German and some of the schools are known as the "German buildings." No report is made as to results.

Indianapolis: German is taught in all grades, and those who stick to it learn to speak it very well.

Cleveland: It is taught in all grades but is optional. Those who study it lose in English composition. The whole special work costs over $30,000 per year. The purity of the English is not seriously affected except where inferior teachers are employed.

Sheboygan: German is taught from the fourth grade up by special teachers. It does not prove at all hurtful to English.

Chicago: German is taught from the third grade up by special teachers. Below the fifth the grades are retarded. It is not mastered but a foundation is laid.

Cincinnati: German is taught in all grades. Results are good. It does not interfere injuriously with English.

Mr. Steinlein concluded by urging that teachers be employed from the German-English school at Milwaukee and deprecated the project of teaching German out of the regular hours.

The series of twenty-eight reports received by the board of education in reply to a circular letter of inquiry were summarized by the superintendent. German is taught in the high school only in twelve; in the lower grades in eleven; not at all in five. In reply to the question "Does German interfere with the regular programme?" the following answers were received: St. Paul, very little; Saginaw, not badly; Davenport, makes an extra study; Erie, somewhat; Ft. Wayne, not greatly; Chicago, somewhat of course; Dubuque, is taught after school hours; Sacramento, no.

To the question "Is there an adequate return?" Dubuque says "no, except to keep the peace;" Chicago, "that depends;" Sacramento, "yes;" Ft. Wayne, "it enables us to keep the German children in schools;" Cincinnati, "perhaps;" Davenport, "think there is;" East Saginaw, "think there is;" St. Paul, "am not satisfied there is in most communities an adequate return below the high school, but in St. Paul think there is." Rochester, New York, discarded German as it dit not pay."

—Bulletin No. 24, from the Agricultural Experiment Station, Madison, Wis., entitled "A New Method for the Estimation of Fat in Milk, Especially Adapted to Creameries and Cheese Factories," has been received. From it we learn that Dr. S. M. Babcock, chemist of the Station, has devised a method for determining the fat in the milk, which appears to be simple, economical and accurate. Briefly described the method is as follows: A carefully measured sample of milk is placed in a test bottle having a long narrow neck. Next an equal volume of sulphuric acid is added and the bottle is placed in a wheel which is revolved horizontally from six hundred to eight hundred times per minute, for about six minutes. At the end of this time the fat of the milk set free by the acid has risen to the top of the liquid; hot water is poured into the bottle, partly filling the neck. Upon again whirling for a couple of minutes the fat will rise through the water into the neck, in a long column, where it is easily read off by graduations on the neck. By this method the fat in skim milk, buttermilk, whey, cream, and even cheese can be determined. This gives the factorymen a means not only of dividin

money for milk among patrons on the basis of fat delivered (the only correct system), but also of watching his separator and churn to detect losses heretofore realized but not accurately located. After the first cost of the apparatus the expenses of the test are small, the acid being the only item aside from the time required; a pound of acid, costing from two to four cents, will make fourteen tests. Dr. Babcock states that after the samples have been measured out sixty tests can be made and the bottles cleaned, in two hours. The method is not patented. Those interested can get the Bulletin describing the method and apparatus free, upon addressing Agricultural Experiment Station, Madison, Wis.

—The lamp business may be classed as one of the great industries of the country. Within a few years a great change has taken place in the business. Glass and Crockery lamps have given way to Bronze, Iron and Brass. In Connecticut alone the following cities and populations are largely engaged in the manufacture of Bronze and Brass lamps: Meriden, 22,000; Waterbury, 30,000; Birmingham and Ansonia, 20,000; Bridgeport, 50,000; total, 122,000 people. The business has increased immensely since the "Rochester" bronze lamp was introduced with its perforated cone burner, about five years ago. There are over two million Rochester lamps in use, and over half a million a year are regularly sold.

—Gen. Morgan, the commissioner of Indian affairs has made an important move to promote the absorption of the Indians into the population of this country. His plan is to encourage the attendence of Indian children at the public schools; and to promote this he announces that the national government will pay to districts in which Indians attend the public schools ten dollars per quarter for each such child in attendance. The district must, out of this amount, furnish the Indian children all needed text-books, and the authorities must endeavor to protect them from taunts and persecutions at the hands of other pupils.

—From the report of Prin. R. B. Dudgeon, of the Menomonie high school, we clip the following suggestive paragraph: "The time has passed when it can be said that education consists of a certain amount of arithmetic, grammer, or geography. These studies are necessary, but they do not furnish the means for a full education. One of the prime ideas of the school is to teach a love for good books. Robt. Pitman says, 'It is the books we read before middle life that do most to mould our characters and influence our lives; and this not only because our natures are then plastic and our opinions flexible, but also because to produce lasting impressions it is necessary to give a great author time and meditation. The books that are with us in the leisure of youth, that we love for a time not only with the enthusiasm, but with something of the exclusiveness of a first love, are those that enter as factors forever in our mental life.' How essential, then, that the books which the children read are of the right kind! This thirst for mental nourishment exists, and if the pupils of our schools do not get what is pure, wholesome, and helpful they will in some way manage to read the flimsy, sensational, pernicious stuff, which tends to corrupt the taste and lead astray the minds of the children."

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— The annual report of the superintendent of the Baraboo schools, L. H. Clark, shows that there are twenty-one teachers employed, of whom three teach in the high school. The enrollment in the latter has been during the year 106, with an average daily attendance of 83. There are now 625 volumes in the school library, of which the superintendent says: "This library is one of the most useful adjuncts of the school. It is increasingly patronized by the pupils, and the character of the books selected by them to read is improving, owing to the careful and judicious oversight that the teachers are making of their pupils' reading. Fully one third of the children who can use the library are its regular patrons."

— From the Menomonie high school last year there graduated ten young men and nine young women. The high school building has been thoroughly renovated during the vacation and equipped with the Ruttan heating and ventilating system. The yard also has been put in excellent order and provided with a large ornamental fountain by the generosity of one of the public spirited citizens. A manual training department is to be established and maintained by Mr. Stout, who will turn it over to the public schools after its success is assured.

NATIONAL BUREAU OF INFORMATION.

A Bureau has been organized in Washington City for the purpose of investigating, and furnishing information upon, any subject that may be sent it for that purpose. It does not furnish finished productions, but simply collects notes and data. Located at the Capital where are collected vast libraries, museums and the archives of the government, it is possessed of every facility for this class of work. Estimates for any particular piece of work will be furnished upon application. Any further information can be obtained by addressing

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SOME QUESTIONS IN SUPERVISIONS.

[Read at the South Western Wisconsin Teachers' Association.]

It has been suggested that it would be very desirable to have the subject of the scientific supervision of schools presented at this meeting of this association. But it has not yet appeared that any one has reduced the supervision of schools to an exact science. It was then suggested that the subject be systematic supervision. But it is doubtful if anyone can truthfully say that he has reduced the work of supervision to a system.

In the exposition building at Philadelphia Gen. Grant could open the throttle valve of the great Corliss engine, feeling sure that so far as the thousand ramifications of the engine's power extended all the wheels and pulleys, mechanisms the mightiest and contrivances the most delicate, would move with the precision of the most exact science. The same quiet self-possessed man could move his armies, aggregating a million of disciplined men, here and there, to and fro, forming his combinations as wide as the nation's domain, and make his objective points and accomplish the designed ends with a reasonable degree of certainty. But these movements were largely mechanical. The individuals making up the vast aggregate had their essential thinking done for them.

It is safer to ride behind a locomotive than behind a horse, for the reason that the former is a machine and has no will of its own. The unthinking can be controlled more uniformly, more systematically — if you choose to call it so — than a multitude of independent, self-willed activities. A teacher, coming in direct personal contact with the individuals of his class, can give instruction systematically and scien-

tifically. A serious disadvantage in the work of supervision is the impossibility of holding close personal relations with classes. In these close class relations lies the greatest satisfaction in the work of teaching. The one exercising supervision is often obliged to deal with unanticipated occurrences, and with conditions that are not readily or easily controlled. We all believe in order and system. In teaching and supervising schools we may not always find an ideal condition of things. We have to be practical, and take things as we find them.

I once read an interesting account of the experience of a graduate of a scientific metallurgical course of study who was appointed superintendent of some great iron mills. He had a notion of an ideal condition of things. He was full of the poetry of iron and its marvelous uses. But somehow he did not make the mills pay. The workmen were insubordinate and insolent. His ideal did not materialize. In his efforts to reduce the chaotic condition to a practical advantageous working system he continued to encounter insolent insubordination, until he deliberately knocked down a riotous workman and demonstrated the fact that he was to be master of the situation; and then the mills began to pay a dividend. The cases are not quite parallel. But these workmen were not, in one sense, running the mills. And in schools there must be enough of system to make evident the fact that the school authorities are running the schools.

I have but little faith in such perfect mechanical system in the schools as would justify a superintendent in saying, as one did once say, that he could sit in his office and know exactly what was being done in every room at any hour in the day. He would be a genius indeed who could have such a system of invisible lines connecting with every boy and girl in every room, that by it he could receive a responsive answer to every touch. Grant was a marshal of armies and a winner of battles, but he used to say that in the heat of a battle he never felt perfectly sure how things would terminate. He simply did the best he could, and left the result in the hands of Providence. He had to hold his own forces well in hand, and could only form a judgment, guess perhaps at the motions, plans, and intentions of others.

The first thing, then, is to have a well defined idea of the work to be accomplished. Here are children of all grades of development, from those beginning to learn up to those about to pass out of the schools, some preparing for higher courses of study, and some whose cour

will be limited. The supervisor as well as the teacher must, so far as possible, put himself in sympathy with every individual pupil, for the activities are all of individuals. There must necessarily be something of the mechanical in the general arrangments in order to use our resources economically and advantageously, but so far as possible attention must be paid to individuals, for the development must be individual. There are loose hap-hazard ways of teaching, and there may be logical, systematic methods.

Teaching includes disipline, the imparting of knowledge, and the awakening of the mind to investigate for itself. The teacher is to make students. The true student finds pleasure in investigation and in mental activity. It does not matter so much what is the subject or the object of study, if only the student gets thoroughly interested and works to the best advantage. Without this, resources may be frittered away and wasted, of no use to the world or their possessor. The teacher must understand the nature of the material he is to work upon. A carpenter would not use a sledge hammer to shingle a roof, nor would a mason lay brick with a spade. Do teachers always use the best judgment in their ways of working with children? Horses that were untamable and dangerous in the hands of unskilled jockeys, became obedient and gentle in the hands of Rarey. And Rarey did not allow the horses to have their own way at all, until his way had become theirs.

Work of any kind is nothing but drudgery to the unthinking laborer. But work of every kind becomes interesting to the thinking and skilled workman. He becomes surprised and delighted as he sees how the nature of his material has been adapted to the ends he has in view, and how all the forces of nature work with him and help him along. Work then becomes enjoyment. The teacher can work in the same way, and can make the ugliest boy or the dullest learner an object of interesting study — a field for the exercise of ingenuity, at least. It was said of Mirabeau that he found great delight in quickly making use of his marvelous insight into people's minds, and had a way of estimating their intellectual capacities, as if one measured a bushel, another a peck, or a quart, or only a pint.

The mechanic deals with inert matter. The teacher deals with that which is instinct with life. The brains of the children were not dormant, waiting till the teacher should come. Thought was busy. Are there any teachers who ever came to this work without trying to get an

insight into those individual activities, without measuring their capacities, or studying their peculiar needs? There are faculties ready to spring into activity at the touch of a skillful hand. The first faculty to be attended to is that of observation. Knowledge is based on facts and facts are learned by observation. Teaching is first done by things. The pupil must see and handle before he can make combinations. So the teacher must lead her pupils to notice. There are people that go through the world without seeing the hundredth part of things that are taking place right around them. There are those who have had a lifetime of purest enjoyment in this or that line of busy thought, because some skillful teacher had early led them to see something interesting in a flower, a tree, a star, some working of nature. And there is a moral element in this, for let one become interested and busy in these ways and temptation to evil waits afar off. But there is danger in keeping children too long in leading strings—on object lessons when they are able to walk alone. They are dissatisfied and discouraged when they find their capabilities underrated. Along with the faculty of observation comes that of representation. The social element needs cultivating. Call out the faculties of speech in the little ones. Let them talk. Let them tell what they have seen. It will encourage them to be on the lookout. Let them write it. Let them represent by drawing. Picture making comes naturally to children. Let us encourage it. The whole recitation is nothing but a re-presentation of what the class has learned; why not take pains to have that representation given with ease, fluency, correctness, and even elegance, instead of pulling it out as a dentist pulls teeth!

Next comes the memory. Facts learned must be laid away where we can get at them. Attention to the association of ideas is very helpful. Repetition is essential to the memory. Some easy learning men and women in these later days have been inclined to urge a crusade against the cruelty of requiring children to learn things "by heart." Even the former week's work of committing to memory the seven verses of the Sunday school lesson has been regarded an unnecessary strain on the youthful mind. It is sometimes essential, not merely to get somewhere near the meaning but to get even the words exactly as they were written, and to call in the wandering thoughts of the learners and fix them on the things they are studying, and to cultivate definitions and exactness.

Imagination is to be cultivated. Vivid representations are to be made, orally, in writing and in drawing. The learner in geography should be able to see before him the lands he has studied—their mountains and rivers, their fertile valleys and busy cities. The student o history should be able to see passing before him the long succession of events, one following another as effect follows cause, the links of association so complete that one thing leads along all that are dependent upon it. "We gain only the outline of history's long procession, yet we know there have always been parents and children and lovers, always home jewels set about with love, always the trials, hopes and afflictions of personal life." Imagination may people the barren intervals of history with living, struggling, hoping men. It makes new combinations of old things. It helps us to lay new plans. It leads to discoveries and inventions. It improves and beautifies our homes, and may awaken an interest in the commonest things.

The understanding deserves special attention. Understanding enables us to see the more obvious relations of things. Often the decisions of the understanding have to be referred to the reason as to a higher authority, that is to search out relations that are not at first sight obvious. Coleridge makes this distinction: "Animals have understanding while men have reason as well as understanding." There have been instances where the understanding of animals has been cultivated to such a degree that it has seemed very much like reasoning, and there have been melancholy instances where the more people have studied books the less understanding and common sense concerning things immediately about them they seemed to have. To cultivate in our scholars this understanding and observation of the things immediately about them is not the least important work we have to do. Taste supplements all the other faculties. We can contribute immeasurably to our pupils' enjoyment by cultivating their taste. We may help them, as they go through the world, to be able to see the beauty that lies in a landscape, with its valleys and streams, its pastures filled with contented cattle, to see the grandeur of mountains up whose sides wander herbage and blossom, and shaggy cedars creeping to the edge of the eternal snows. We can help them to see the beauty in drawings and paintings, in buildings, in machinery.

We can help them to search out the excellencies of correct high-toned literature—to find enjoyment in accurate expressions, in pleasant fan-

cies fitly worded. We can help them to create that which is fit and becoming in their penmanship, their drawings, in all their habits and ways. We can set them *to work* and lead them to enjoy work.

These are some of the faculties to be developed in the schools. Not to do this work well is to fail in that for which schools are organized. The main question in supervision is to watch the progress of this work. Not that the one exercising the supervision is competent to do every part of this work better than those who are appointed to do it. Very few men are able to teach a primary class as well as most women can. They have not the tact, the deftness that are requisite. The one exercising supervision is not likely to be any nearer infallibility than the individual teachers. But to accomplish the best results in a system of schools a certain degree of uniformity is necessary. If one teacher had the entire work to do with a limited number of pupils from the beginning to the end of their course of study, there might be less need of supervision. There might also be less uniformity in the results obtained. A question in supervision is how far to leave a teacher free to use her own peculiar means and methods in her work. The teacher's individuality must be maintained. Deprived of freedom, hampered and fettered, she cannot do her best. The impress of the teachers individuality on her pupils is one of the best things in the school. The less of the mechanical and the more of the genuine, hearty original the better. The training of the teacher must be such that her own development may be symmetrical without destroying originality of character. The thoughtful teacher will by close study of the best methods make those methods her own. An unthinking teacher who can only copy and adapt superficially ought not to be in the schools.

Versatility in a teacher is essential. We have seen teachers who could see but little difference in all the children arranged in rows in their school rooms. They were simply scholars, "only this and nothing more." Others have been endowed with an intuitive insight into every individual mind with its ways of thinking. Here supervision is little needed. Do teachers always give their pupils credit for their intuitiv perceptions? It is easier to deceive grown people than the children It is dangerous in their presence to resort to policy or pretence. A certain degree of reserve is an element of strength, but no deceptio can be successfully practiced. The logic of simple sensations is ofte more reliable than that of reason. Therefore let us go among ou

scholars treating them with that respect to which they are entitled, believing that there are among them those specially favored, called to the fulfillment of the highest purposes.

It is a part of supervision to be interested in every individual pupil, to feel and to promote interest, to exercise a generous and cheerful sympathy, to encourage, and at the same time to restrain all tendency to undue haste, to check the process of forcing beyond the natural growth. Are we in these later days losing sight of the excellence of close-knit, compact, solid scholarship?

The manner of the instructor has most to do with the slow, it may be, but steady, cheerful, moving on of the individuals, in an orderly, well defined, systematic progress. There is no room for fretful complaining, or morbid, mental or moral dyspepsia in the teacher's chair. In the civil war a captain who was lacking in some of the qualities of an inspiring commander, turned round to see his company straggling beyond the limits of his endurance, out of all patience, disgusted, in fretful speech he said, "Boys, *close up! Do* close up! If the rebels should see you and fire in among you, they couldn't hit a single one of you!" It was a command differently given, we may suppose, to which the Light Brigade responded. Have we ever seen a school in such a straggling condition that the teacher himself couldn't hit a single one of the essential purposes intended in school discipline and instruction?

There have been cases where this matter of supervision has been overdone. Teachers attached undue importance to it. They stood in awe of that terrible something called the right method, and would hesitate to do anything, waiting to be told, to be relieved of all responsibility. Any supervision that will relieve the teachers of the sense of personal responsibility is out of place. Nothing would be done without the dictum of the dreaded authorities, who probably would not know what was the right thing to do any better than the teachers who ought to be the masters of the situation in their own departments.

On Sherman's march to the sea a council of generals was held to deliberate on the best way to capture an important position. While these West Pointers were yet deliberating one of the scouts, who were always on the lookout, came riding back in great haste saying that three of the scouts had driven off the rebels and captured the position, the other two were holding it, and he had come back to hurry up the generals. A supervision that represses all originality, that checks a tendency to

look out for opportunities for some special work by means not laid down in established methods is questionable.

A supervision that recognizes only modern methods and modern knowledge, as worthy of consideration is questionable. There was wide learning and accurate scholarship in old times. Comenius knew something about these modern methods, and he became convinced of the fallacy of some of them. There was genuine scholarship in ancient days. We have known teachers who had never studied the Grube, nor Kindergarten, nor any other special elaborated methods, but who had the happy faculty of giving to their pupils the essential things even of these methods, simply because it seemed to them the right thing to do. They were born teachers. The faculty was given to them. It is better to have this inborn faculty than to have all the methods laid on artificially. Did it ever occur to any one that it was necessary to write a manual with detailed and elaborate instructions to little girls how to properly fix and handle their dolls? We are not underrating the importance of training for teachers. It is poor economy for those who have no aptness to teach to acquire the art of teaching at the expense of the schools. Would it not be a kindness to such and a service to the schools if the heads of our training schools would frankly advise such to seek some easier, perhaps more lucrative line of work?

The best of means and methods may fall far short of their proper results by an indifferent or wrong use. The spirit of the teacher is after all, more important than the methods of teaching. The appliances of modern schools seem to be all that could be asked for. And yet there have been scholars of the highest order who were taught without them. There are reverend scholars, perhaps presidents of colleges to-day, who learned to read, not by the modern word method from patent reading charts, but who learned in the old way, the letters first, from the old Bible as it lay open on their mother's knee. The old way may have been a little longer, but those who learned by it would not have it shortened in their remembrance of it. And there are many who would not in recollection shorten the time they spent under the kindly guidance of beloved and sainted teachers. There are many collaterals that are worth as much as the chief end.

It is no kindness to a learner to make things too easy for him, to carry him along until he has no strength to go alone. We sometimes forget that the act of learning is often worth more than the thing learned.

The ablest of students are those who have been willfully ignorant of established thoughts in order that they might feel the delight of finding out things for themselves.

W. H. Beach.

MADISON, WIS.

A METHOD FOR TEACHING PHYSICS.

In presenting the method to be outlined later for teaching physics, the writer does not assume that it is the best method. He presents it, however, as a method adapted to schools where apparatus is limited, and the teacher very busy. Moreover, it is a method tried by the writer for the last three years with constantly increasing success, in such schools as he has just mentioned. That this method is not new to experienced teachers of physics, he is well aware, and he presents it, thinking that it may help some one who desires help.

Science teaching can hardly be justified in our public schools, unless it gives our pupils a mental training different from that given by any other study. To give different training, the text-book must be superseded by a direct contact with things. The pupil must be led to get his facts at first hand, and then be taught to reflect on them, to draw inferences, and to deduce general laws from their relations. He is thus taught first how to see, and then to reflect. No other teaching gives such training, and certainly text-book science does not. It was some such reflection that induced the writer to adopt the following method.

We will suppose that the class is about to commence a new subject in physics, as for instance that of simple machines. The teacher does not assign a lesson in the text-book; but on sending the class to the class room or laboratory, gives each member a mimeograph copy of a list of several experiments, with explicit directions as to what is to be done, but very few hints as to what is to be seen. On reaching the class room, the teacher divides the class into sections, corresponding to the number of sets of apparatus he has provided. These different pieces of apparatus have been placed in different parts of the room, and each section of two or three pupils is assigned to each piece. The teacher now gives certain general directions and cautions, and then the pupils begin their work. Of course, the pupils of each section communicate freely with each other, and discuss the experiment fully while performing it. They take such necessary notes as will enable them to

write it up in their note-books in full afterwards. As one section completes the experiments with pulleys, another has also finished those with levers, and they exchange pieces of apparatus, the teacher, in the meantime, is exceedingly busy questioning, suggesting, advising, that every pupil may see what he should see, or perform his work in an economical and expeditious manner as regards time. Some pupils require urging, others restraint. Some work may need to be repeated. All this makes this method hard work for a teacher. When each section has done its work by performing all the experiments. The class returns to the study room to write descriptions of the experiments in their note-books. The pupils do not refer to their text-books, for if they did they would get little help there. The experiments are the teacher's own invention, or he has selected them elsewhere. When the teacher has examined the note-books carefully, the class is ready for the next step.

During the recitation the next day, he criticises such faulty modes of observation or such other errors as the books may have disclosed. This having been done, he proceeds to question the class carefully regarding the facts discovered and the relations disclosed between them. Thus the class is gradually led to deduce the general laws of machines, and such principles as may underlie the whole subject. Moreover, there is very little in the whole book that is not brought out and illustrated and obtained at first hand by the pupils themselves. When the whole subject of machines has been thus developed, the teacher assigns a lesson or two in the text-book for a review. Thus the book is entirely secondary in this method, and the pupil is brought in direct contact with what he has to learn. No amount of text-book work can take its place. The writer well knows that many teachers will complain of scarcity of apparatus and lack of time, but he is also aware that nearly every principle that is fundamental in physics can be amply illustrated, with homely material right at hand. Induction in electricity, for instance, may be sufficiently illustrated with a potato or two, some needles, some pith balls, a piece of silk, a straight lamp chimney, stick of sealing-wax, a piece of flannel, and a glass goblet. The writ believes the method just described to be a good one. It has produce good results with him. He does not think it the best method, perhap but he does believe that he would follow it in the main in whatever ci cumstances he might be placed. He has pursued it under most ur

favorable conditions, and he knows of none so favorable as to tempt him back to the old text-book "grind." Yet to use this method the teacher must have his purpose clearly defined, and his way to the end distinctly in view before he takes the first step. It is not a method for a lazy man.

L. H. Clark.

BARABOO, WIS.

SPELLING FOR BEGINNERS.

Whatever Volapuk and spelling reform may do for future generations, the children of the present day must learn to spell by dint of study. As the art of studying is not one of which young children are in full possession, the reasonable teacher inquires constantly what she can do to give her pupils greater power in this direction.

The following exercise may commend itself to others beside the writer: Suppose the words to be taught are these: through, please, earn, wrong, perhaps, pretty. The words being taken from the reading lesson previously given, no time need be spent in talking about the words with a view to understanding their meaning, if indeed such explanation be needed at any time.

The pupils are seated with slates and pencils before them ready for use, but with hands folded. The teacher writes one word on the board. One child pronounces it, all pronounce it. Teacher asks, "How many can tell every letter with eyes shut? How many are sure just how it looks? Jessie may turn her back to the board and spell it. I'll cover it and we will all spell it." Then the eraser removes every trace of it, and the children write it upon their slates.

While the children are writing the word, the teacher writes the next one upon the board, and when the children look up, they are interested in this word as in the previous one, until they are anxious to prove to their teacher that they know every letter of it. This "proving" part is where the interest must be most intense, as it is then that the form of the word is impressed upon the children's minds. They must *wish* to know, must be determined to learn how to spell the word. Otherwise there will be no zest in the exercise.

In the course of five or six minutes, the words have all been studied and transferred to the slates. Then one child, perhaps one likely to blunder, is called upon to spell the words from his slate. Any possible

mistake is hunted down, and the teacher finds out how well the lesson has been received. Next, a sponge erases every word from the slates, and the teacher pronounces all the words and the children write them, as in the ordinary spelling exercise. The examination of the slates may follow, or this part of the work may be deferred until later. The children are gratified if they can know *soon* that they have done well, but to know the result immediately is no essential part of the plan. Not more than fifteen minutes are needed for the teaching and testing of the lesson suggested; but where the class contains forty pupils, some time is needed to examine the slates.

The advantage of this plan over some others in common use is that the lesson is studied with life, vigor, concentration. The children give themselves to the work under inspiring leadership and get some idea of what it means to study. They always seem to enjoy it as much as any school exercise, probably because each step is well-defined and easily taken, though a pleasurable *effort* is necessary to accomplish it; and also because the children soon see the result of their efforts in a well-prepared, well-appreciated lesson.

When a child is given a list of words and told to study them, he may or may not, look at each word as a *whole*. In many cases the child writes two or three letters of the word on his slate, then looks at book or blackboard for the rest of it. By the plan suggested, the child must see the whole word, think of it as such, and write it on his slate with nothing before his eyes to piece out a defective mental picture.

Margaret E. Conklin.

MILWAUKEE, WIS.

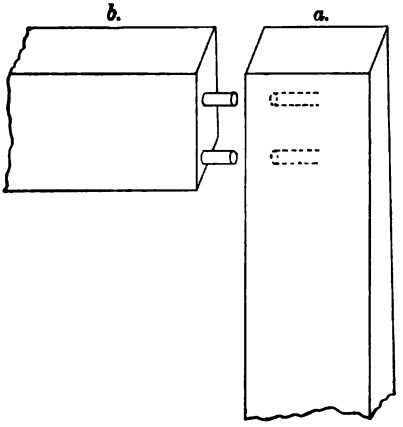
TWENTY WEEKS IN MANUAL TRAINING.

LESSON XVI. Uniting with dowels. A dowel is a small pin of wood or metal, generally the former, used instead of a tenon to unite two pieces of wood. It is used in such places as to fasten the frame of a table to the leg.

Prepare a short piece, *a*, 1½″ square and another, *b*, 3″ x 1″. With a gauge mark the first through the middle on one side and the second through the end. Lay *a*, on the bench with two small shot ¾″ and 2″ respectively from the end; place the piece *b*, with the end on the side of *a*, with the narrow edge of *b*, even with the end of *a*. Strike the other end of *b*, a smart blow with a hammer and the shot will mark the

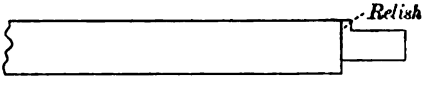
side of *a*, and the end of *b*. Where these marks are bore ⅜ in. holes 1¼″ deep.

Prepare a dowel plate by taking a large thick butt and with a reamer enlarge the holes, till one is a trifle more than ⅜″, and the next ⅜″ and



the other ½″. Split an oak pin ½″ square and whittle off the corners and drive it in the holes, beginning with the largest. Have the dowel plate over a hole in the bench. Plane off two shavings from one side of the dowel and saw into lengths 2⅛″. Apply hot glue and drive into the piece *b*, and then drive *a*, on to the dowels, putting a piece of waste on the outside to prevent marring *a*. The flattening one side of the dowel is to allow the air and surplus glue to escape when the dowel is driven in. When the pupil can do this job successfully it may be well to let some pupil make a table. The legs may be 1½ in. square chamfered to within 6″ of the top, the sides 5″ wide and the top according to fancy.

Glue is prepared by soaking for some hours in cold water and then heated by setting the can in another can of water. A pint tin can inside a quart can makes a cheap and good glue pot. The glue should be hot and "ropy" when applied. Various methods of strengthening joints by gluing in angle pieces may be seen by looking at the under

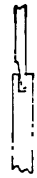


side of a bureau drawer or dining table.

LESSON XVII. Fitting a panel. The frame for the panel may be

doweled or mortised together and of any size. It must be grooved on the inside and the tenon must have a "relish" left to fill up the groove beyond the tenon.

The panel may be ¼″ thicker than the groove and be rabbeted down to fit. The rabbet should not be as deep on the inside as at the edge of the board, as may be seen by examining any door. It must be thinner at the edge than the width of the groove or it will split the rails when it is driven in as it grows thicker.



By this time most of the pupils will have something in their minds that they will want to make, especially if this work is done in connection with the study of Physics, and the remainder of the time may be spent in such work and in making simple apparatus which will both interest and instruct the pupil. Among the easier pieces of apparatus may be mentioned:

Equlibrium bodies, viz: a square, a triangle and an oblong, made of ½″ stuff. These should have holes bored at the corners and middle to show centre of gravity and line of direction and may be hung on a wire nail driven through a thin board fastened in a 6″ square base for a standard.

Blackburn's pendulum.

Levers to show stated laws of lever. These may have small screw eyes put in at intervals and for weights use squares of sheet lead with holes in one corner.

Compound lever.

Wheel and axle.

Windlass.

Inclined plane.

Wedge. Pulley.

Wood hydrometers weighted with lead and varnished.

Water wheel.

Barometer board.

Lifting pump, argand lamp chimney for barrel and spools for "boxes," and so on *ad infinitum.*

Telephones and microphones and all sorts of electrical instruments may be made if one has had as much training as has been outlined in these simple sketches.

It is not assumed that the above is the best course in manual training.

According to J. Stanley Hall "there are always several equally good ways and the best probably has not yet been discovered."

If ten years shows as great change in the method of instruction in manual training as it has in the teaching of drawing we are all a long way from the right way. The above course has been used by the writer and is thought to give results worth while, and it is modestly presented in the hope that it may afford a little light for those who have not yet entered upon the work.

Arthur A. Upham.

WHITEWATER, WIS.

THEORY AND PRACTICE.

HOW TO CHOOSE A SCHOOL.

I have visited, I suppose, twenty or thirty American schools private and public; and I have in almost every instance found the teaching lamentably deficient. Many of the teachers whose recitations I attended were excellent drill masters, who could hammer a given number of facts into a child's memory without much loss of time. But that is not education. Education is an unfolding of the powers that lie dormant and unconscious in the mind. It is primarily the drawing out, the developing, of what God has deposited there; not the mere stuffing in of alien knowledge which it is thought necessary that every cultivated man and woman should possess. The American teacher of to-day trians the memory at the expense of all the other faculties with which the child is endowed; and feels satisfied when he has crammed his pupil full of the mathematical, grammatical, historical, and geographical facts which are required for admission to Harvard, Yale, or Columbia. The only subject in which he makes a direct appeal to the boy's reason is in mathematics; for mathematics is a kind of mental gymnastics, which at every step involves rational calculation, and which without perpetual ratiocination would be mere meaningless parrot talk. But, apart from the invaluable discipline of algebra and geometry, I know of no study (required for admission to college) which, in my opinion, is made to yield the full educational benefit which it is capable of yielding. Particularly is this true of history and geography, which to the competent teacher are full of fascinating opportunties for developing the pupil's personality and bringing his faculties into play; but which, as taught in the schools

with which I am acquainted, consist in dreary memorizing of dreary facts, whose relation to the child's life and experience seems remoter than Uranus or Jupiter.

I believe that our whole educational system will and must undergo a gradual revolution in the near future. Education must set itself a new aim and object; viz., to develop reason (not merely memory) and cultivate character. But this can only be done when teaching becomes a real profession, for which men are willing to undergo a special training, and not a mere stepping-stone to something else, or a convenient refuge in case of failure. It is obvious to every one that a great improvement in this respect is taking place; and as the pressure of population makes itself felt in a fiercer competition for the means of subsistence, we shall witness a still greater improvement in the quality of the men who will enlist their powers in this most influential of all professions.

In the meanwhile I would advise those to whom the present condition of our schools is of greater importance than their future development to pay very little attention to circulars, advertisements, and laudatory letters from prominent men. These things are easy to secure, and as a rule mean nothing at all. A visit to the school—not during the vacation, but during the term before the son or daughter is to be entered—will reveal more to an intelligent parent who is capable of judging men and penetrating attractive shams than a year of correspondence. First let him talk with teachers and boys, note their bearing and conversation, and form an idea of the atmosphere which pervades the institution. Goethe believed in a spiritual aura or atmosphere which surrounded every person and expressed in the subtlest manner his spiritual quality —the flavor, as it were, of his personality. Most institutions, I have found, and particularly schools, have in a pronounced degree this aura, and no person of delicate perception will fail to be impressed with it. No matter what reputation a school may boast, and what distinguished alumni, I am always inclined to judge it by the tone which prevails among its teachers and pupils; and I am convinced that this is the vital test which will reveal its merits as well as its deficiencies.

In the hurry and scurry of American life, with its absorbing busine cares, the school, and particularly the boarding-school, plays a mo important part than, in a society so highly organized as ours, it ougl to play. Parents in a large measure shirk the duty of watching the children's development and molding their characters. Without muc

compunction they delegate this inestimable privilege to the school master; and thereby lose more than they will ever have the wit to discover. And permit me in parenthesis to remark that I attribute to this shirking of a sacred duty the superficial and perfunctory relation which usually exists between American fathers and sons. The paternal relation is here robbed of half its beauty. How comparatively rare it is to find in American homes that warm glow of family affection which, like a visible radiance, pervades so many German and Norwegian homes which I know. Of course I am aware that it exists here as well as in Germany and Norway; but it is found far more rarely than it ought to be. But, much as I am tempted to pursue the subject farther, my space will not permit me to digress.—*Prof. Hjalmar H. Boyesen in The Christian Union.*

MRS. POLLARD'S READING METHOD TESTED.

The object of the examination was to test the pupils in applying what they had already acquired to new material, and incidentally to test them on what they had been over. Tests were applied to reading, spelling, diacritical marking, and to spelling and reading new matter. Those that had been taught by the Pollard method were strong on marking words they alreading knew, and in pronouncing words already marked. Words they did not remember, or they did not know, they spelled by sound. New words perplexed them very much. Within a limited range they were well up, but it was in the line of marking and spelling certain words that they were most proficient.

On the other hand the pupils that had been taught by the other teachers were not quite so strong in diacritical marking or in distinct enunciation; but they could spell many more words and they read much better. They detected the different sounds as readily, as the others, but they made no persistent efforts to emphasize them. That they read better is easily accounted for. The Pollard method is not a system for teaching reading. It is confined to spelling and articulation. Hence the efforts of the pupils as well as those of the teachers had been restricted to a narrow phase of the subject. A child may be regarded as having a certain quantity of energy stored up within himself which may be set free in work. In this system the child is forced to work so much with artificial devices that he does not distinguish between that which is ne-

cessary and that which is accidental. Instead of dealing directly with the things themselves, he is going to front doors and back doors, and thinking of knobs and families, and these soon become the important things and his energy is expended where it does him little good. The law of compensation is clearly illustrated in this case. What is reached in one direction is at the expense of reading and spelling on the other side.

The question very naturally suggests itself whether the same results may not be reached without so much formal work. Those who are familiar with "Webster's Elementary Spelling Book," will readily recall the fact that many of the words in it are grouped into columns according to sound without reference to meaning. This being admitted, the teacher can introduce the pupil in a very short time to a very large number of words which he will learn to pronounce and to spell without the expenditure of any considerable amount of force, and if the teacher will drill the pupil correctly and critically as he progresses through the speller on the elementary sound, all that is secured by the Pollard system may be obtained from the spelling book, but, as I think, with a much less expenditure of mental force. There is however an element of strength in the Pollard system, in that it emphasizes distinct utterance and that it gives a thorough mastery over the elementary sounds. An experienced teacher can select the essential elements in the Pollard system and adapt them to her own classes; but an inexperienced one will be so captivated by the numerous devices resorted to and recommended in the different books that she will lose sight entirely of the main object, namely, good reading, that at the end of the year she will become painfully aware of the fact that while her pupils have learned some things they have made little progress in reading.

TO SUMMARIZE:—1. It teaches the children diacritical marking. 2. It teaches them to pronounce words after the letters are marked. 3. It teaches them how to spell by sound.

NEGATIVELY.—1. It does not teach the children how to read. 2. It does not teach them how to spell many words except by sound. 3. It gives little power over new words. 4. It does not pay attention to the arrangement of letters in the word. 5. It misdirects the pupil's energy. 6. It introduces too much foreign matter that has little or no relevancy to the subject of reading or spelling.—*Report of Kansas City Public School 1889–90.*

W. C. T. U.

THE TEACHER QUESTIONED.

Year after year, in some city of our land, royal welcome is given to the veterans of the Grand Army of the Republic. Scarred and halt and maimed come the thinning ranks, many of the number with little of comeliness to outward seeming. But the hearts of their hosts go back to the days of the camp and march and field; because of what was then, is the welcome given—and because of the lessons learned in those days, the men of the Blue and Gray each finding the other "a foeman worthy of his steel," now clasp hands in blessed brother-love.

The teacher realizes, as no other can, that there is a new Grand Army of the Republic. In scattered squads here and there through the land, it is drilling to-day. It knows no North, no South, this grand army of the children. Its rank and file are preparing for the mighty struggle of the coming years, and upon the teachers of to-day rests much of the responsibility for the success of that struggle.

Dear comrade of the teachers' guild, let me speak to your heart on that subject. Taking up a paper one day, my eye fell on the reports of Commencement exercises. Glancing these over, I read, "The Liquor Question—A Greek Oration."

Greek, indeed! This question which touches you and me, this question which touches every interest in our beloved country—*this* question spoken of in an unknown tongue, in the midst of the electric light flashed upon it in these latter days of the nineteenth century! I was indignant as I read! You are indignant at the thought! And yet may we not be throwing stones whose rebound will shatter our own crystal houses? Is this great temperance question aught but "all Greek" to you, so far as a vital, personal interest in it, is concerned? an interest that leads you out into genuine work for the cause? Have you realized that any special responsibility rests upon *you* in this matter? You teach the laws of life and health in your physiology class, you speak, mayhap, of the evil effects of liquor. But do you show your pupils anything that will lead them to shun the twin curses, alcohol and tobacco, because of an intelligent knowledge of their action on the human system? Do you not hear a voice, like one of old, crying, "Thou art verily guilty concerning thy brother?"

It is because of a firm belief that the life of the nation depends upon the children of to-day who will be the men and women of to-morrow, that we come to you with these test-questions concerning your interest in the work—that we plead with you, as teachers, the cause of temperance. There are no new points to present, save as the teachings of science are daily rendering still more certain the conclusions already reached; the story is almost as old as the curse of alcohol itself; but we plead with you to see that its facts become as firmly fixed in the minds of your pupils as the multiplication table, or the boundaries of the state in which they live.

Alcohol is a poison, to stomach and heart, to nerve and brain, to muscles and blood, always and everywhere—in cider, home-made wine and beer, as in brandy, whisky and gin. Once firmly fixed as a part of the life-fibre of our pupils, from what dangers may not this simple knowledge set them free?

Ah, if but the teachers were aroused to the duty of the hour, the battle would be virtually won. Law or no law, by precept and example, by word and thought and *look*, the teacher who hears God's "woe is me if I tell not the truth," will do this work.

True, the curriculum is crowded, the teacher's hands are full. But even in states where this study is not required by law, there are teachers who are faithful to the matter; teachers who will shorten the recitation-period in arithmetic by two minutes, for the sake of reading to the class an item from the newspaper in regard to the opium, rum and port wine used in the manufacture of cigars; teachers whose pupils learn about alcohol and heredity, but do not attempt to lumber their brains with the relationships of all the French sovereigns; they know about England's awful sin in forcing the opium trade on China, but do not try to memorize the names of the open ports of the Celestial Empire; they learn that the use of tobacco will dwarf a boy physically, mentally and morally, but they do not learn the height of the Matterhorn, nor the length of the Lena River.

Passing through the streets of one of our great cities, you may often meet a cart full of bottles and labeled "Hell Gate Brewery." Ah they builded better than they knew when they named it thus. All are familiar with the story of the great rocks that so long impeded the approach to New York by the Sound. No matter how important its arrival, how dangerous the delay to property and life, a vessel arriving

there in darkness or storm must abide in the offing, for no pilot would dare attempt the passage. Various unsuccessful efforts to remove the obstacle were made. At last, General Nelson planned and executed. By the labor of long years, the rock was honey-combed with tunnels, and in each of these was placed a charge of nitro-glycerine, connected with the shore by an electric wire. When all was ready, General Nelson bade his little daughter touch a key. "The circuit was complete. In an instant, that mighty pile of rock rose high in the air—It seemed to totter a moment in its aërial flight, and then sank in ten millon fragments beneath the waves and disappeared forever. And Hell Gate—in New York harbor—was among the things that were."

It may be that hands directed by us, completing electric circuits, shall shatter into fragments greater obstructions than those in New York harbor. "A little child shall lead them."

"With mighty things ye deal."—*Alice M. Guernsey.*

OFFICIAL DEPARTMENT.

PROGRAM OF THE WISCONSIN TEACHERS' ASSOCIATION—38TH ANNUAL SESSION, ASSEMBLY CHAMBER, MADISON, DECEMBER 29, 30, 31, 1890.

Monday, December 29, 8:00 P. M.

ADDRESS—University Extension . . . . . President T. C. Chamberlain
General Discussion.

Tuesday, December 30, 9:00 A. M.

Business.
President's Address.
Report of Committee—"Education of Feeble Minded Children" . . . . . Albert Salisbury, Chairman
Report of Special Committee—"Revision of Rules and Work of the Association" . . . . . Wm. J. Desmond
Paper—"The Bennett Law, its Principles and Present Status" . O. E. Wells

Tuesday, 2:00 P. M.

SUPERINTENDENT'S SECTION.

Some Features of the County Superintendency . . . Supt. Charles L. Harper
The Profitable Vacation . . . . . Supt. L. A. Williams
Conditions of Efficient Supervision in City Schools . . . . . Supt. J. F. Powell

GRADED AND HIGH SCHOOL SECTION.

English Teaching in High Schools . . . . . Principal H. B. Hubbell
Discussion opened by C. W. Rittenberg.
Courses of Study in Graded Schools . . . . . Principal L. H. Clark
Discussion opened by Otto Gaffron.
Relations between Principals and their Associate Teachers . . . . . Principal C. W. Cabeen
Discussion opened by Assistant Mary J. Gillespie.

NORMAL SCHOOL SECTION.

Science Teaching in Normal Schools . . . . . George Beck
Discussion opened by G. M. Brown.
The Relation of High School Graduates to Normal Schools . . W. D. Parker
English Teaching in Grades below the High School . . . Miss C. J. Caldwell

Tuesday, 8:00 P. M.

Paper—"The Education of the Farm—Agricultural Education," . . . . . W. H. Morrison, Supt. Farmer's Institutes

The reading of this paper will be followed by a social reunion of Members of the Association and their friends.

Wednesday, December 31, 9:00 A. M.

Business.
Report of Committee—"Code of Ethics for Teachers" . . . . . R. B. Dudgeon, Chairman
Paper—Primary Methods . . . . . Miss Eva Holcombe
Should Wisconsin make an Educational Exhibit at the Columbian Exposition of 1893 . . . . . S. Y. Gillan
Work of the State Department of Public Instruction . State Supt. J. B. Thayer
Election of Officers and General Business.

All papers read before the Association will be open for discussion.

Music will be furnished at each session during the meeting by a Quartette under the direction of Professor Bach, of Milwaukee.

HOTEL RATES.

Park Hotel, per day, $2.00; fires extra. Capital House, per day, $1.25; no extra charge for fires. Hotel Ogden, per day, $1.50; no extra charge for fires. Commercial Hotel, per day, $1 to $1.50.

RAILROAD RATES.

The following roads will make the usual rate of ONE AND ONE-THIRD FARE for the round trip: Chicago & Northwestern, Chicago, Milwaukee & St. Paul Wisconsin Central, Illinois Central, Milwaukee & Northern, Milwaukee, Lake Shore & Western, Chicago, St. Paul, Minn. & Omaha. If members pass over two or more railways going to Madison, they should procure receipts for the

fare paid going over each line, or for each ticket purchased, as no return tickets at the reduced rate will be issued, except upon the presentation of said receipt, properly signed by the Railroad Secretary of the Association.

L. D. HARVEY, President.
W. J. DESMOND, Secretary.
ALBERT HARDY, Ch'n Ex. Com.
EDWIN R. SMITH, R. R. Sec'y.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES. 1890.

I.

TIME AND PLACE OF EXAMINATION.

The annual examination for State Certificates will be held in the office of the State Superintendent at Madison, beginning at 9 o'clock A. M., Monday, Dec. 29, and continuing three days.

On Saturday, Jan. 3, the standing of applicants will be determined and reported to the State Superintendent.

II.

BOARD OF EXAMINERS.

The Board of Examiners consists of Prof. E. A. Birge, Madison, Supt. E. C. Wiswall, Prairie du Sac, and Prof. S. Y. Gillan, of Milwaukee.

III.

CHARACTER OF THE EXAMINATION.

For the limited (five years) State certificate, examination will be had in the following branches: Reading, Orthoepy, Orthography, Writing, English Grammar, Arithmetic (including Mental Arithmetic), Geography, U. S. History, Civil Government, Art of Teaching, Physiology, Algebra, Geometry, Physics, Physical Geography, English Literature (historical), and Mental Science.

For the unlimited (life) State certificate, examination will be had in the branches required for limited State certificate, with the addition of Botany, Zoology, Geology or Chemistry at the option of the applicant, Political Economy, General History, English Literature (critical), and Theory of Teaching.

Seventy per cent. is the minimum average standard for a *limited* certificate, and seventy-five for an *unlimited.*

Seventy per cent. is the minimum standard for each of the first grade branches, and sixty-five per cent. the minimum in English Literature, Mental Philosophy, Botany, Geology or Chemistry, Zoology, Political Economy and General History.

The *limited* State certificate will require three terms of four months each of successful teaching. The unlimited, seven terms of four months each.

Satisfactory testimonials of moral character will be required. Applicants for *limited certificates* will be allowed trials at three consecutive sessions of the Board of Examiners in which to complete the examination. Applicants holding the limited certificate, or its equivalent, will be allowed trials at any two consecutive sessions of the Board of Examiners during the validity of the certificate held, in which to complete the examination for a *life certificate.*

During the limits herein fixed re-examination will not be required upon branches in which a satisfactory standing has been attained.

IV.

SUGGESTIONS TO APPLICANTS.

Examination in branches additional to those required for a limited certificate will be taken up on the second day—Tuesday, December 30.

The evening examination will be confined to the following branches: Art of Teaching, Botany, Arithmetic.

In examinations upon any branch Drawing may, and in Physiology, Physics, Botany and Zoology, will be required to the extent of correctly and creditably representing any objects described.

As a guide to such as may desire to review either of the following branches before examination, or are making original preparation in these studies, the following suggestions are made: Political Economy—Newcomb's or F. A. Walker's; Mental Science—Sully's Teachers' Handbook of Psychology; General History—Myers' Ancient and Myers' Mediæval and Modern History, or Fisher's Universal History; English Literature (historical)—Brooke's Primer of English Literature and Backus' Shaw's English Literature; Art of Teaching—Fitch's Lectures; Physiology—Martin's The Human Body (Briefer Course) or an equivalent; Physics—Gage or Avery, or an equivalent; Physical Ge-

raphy—Hinman's Eclectic Physical Geography, or an equivalent; English Literature (critical)—Swinton's Studies in English Literature; candidates for the life certificate will also be critically familiar with Shakespeare's Merchant of Venice, and Lowell's Democracy and Other Addresses; Theory of Teaching—Sully's Teachers' Handbook of Psychology; Botany—Gray's Lessons, Revised Edition of 1887. Candidates will be expected fully to describe and diagram a plant furnished them, applying correctly the technical terms of Gray. Zoology—Packard's Zoology (Briefer Course), or an equivalent. In Geology, besides the knowledge of some standard text-book, candidates will be familiar with the general geological history of Wisconsin, and will be able to sketch a general geological map and sections of the State. In Chemistry the candidate must be practically familiar with laboratory work and experimentation.

The text-books suggested represent the *minimum* amount of knowledge which the Board of Examiners deems sufficient. The candidates are expected to be thoroughly acquainted with any and all parts of them or with books of equal rank.

Stationery needed will be furnished by the Board.

The attention of all persons who intend to become principals of free high schools in Wisconsin, and who are required by law to pass special examinations to qualify them for teaching in such high school, is especially called to the time and place of holding this examination.

Sec. 494, R. S., and Ch. 325, Laws of 1883, Sec. 1.

J. B. THAYER,
State Superintendent.

MADISON, WIS., OCT. 14, 1890.

PROGRAM.

At the examination of teachers for State certificates, to be held in Madison, commencing Dec. 29, 1890, by order of the State Superintendent, the following program will be observed:

Monday A. M.—Arithmetic, Constitutions.

Monday P. M.—Physiology, English Grammar.

Tuesday A. M.—Algebra, History of the United States.—Geology or Chemistry; Political Economy.

Tuesday P. M.—Physics, Geography.—General History, Botany.

Wednesday A. M.—Geometry, Art of Teaching.—Zoology, Science of Teaching.

Wednesday P. M.—English Literature (1), Mental Science.—English Literature (2).

Candidate will please note the change in the program with regard to the examination in Reading. This examination will be given on Tuesday at such hours as may suit the convenience of the candidates and the examiner.

Penmanship and Orthography will be judged from the papers in other branches submitted to the Board. Orthoepy will be tested in connection with Reading, in which the examination will be oral. Descriptive and Physical Geography will be tested in one paper.

Applicants are expected to note carefully the times set for the different branches, and to present themselves at the time appointed for the branches in which they wish to be examined.

Experience has shown that only applicants who are exceptionally well prepared are able to complete the examination at one session. Those who appear for the first time are advised to select their subjects from the list so that no half day will be overcrowded with work. The program for the summer examination of 1891 will be substantially identical with that for the winter of 1890.

E. A. BIRGE,
E. C. WISWALL,
S. Y. GILLAN.

EDITORIAL.

AN inspection of the list of county Superintendents shows that by the elections this year several of the best in the state have been lost to the schools. Nagle, Harper, Wiswell, Sheridan and Smith, not to mention others, have done long and excellent service, and it is a misfortune that they are to leave the work. .....EVERY now and then a talk about pensioning teachers springs up. We think it lamentable that such a scheme finds advocates. Teachers are as capable of taking care of themselves as other people, and to provide public pensions for any of them would lower the tone of the calling.....THE excellent program for the coming session of the Wisconsin Teachers' Association, the importance of the meeting in relation to the educational policy of the state, and the fact that now we have but one meeting a year ought to bring out a very large and earnest attendance.....WISCONSIN is rapidly developing the most vigorous and unified high school system in the west. The growth of the list of accredited schools for the State University within the last few years, and the number of pupils these schools are sending up yearly to Madison is one striking evidence of this growth.....THE result of the elections places at the head

of the educational department a former County Superintendent, one who has had experience in Institute work and also as principal of a city school. His loyalty to the interests of the public schools is well known to all members of the Teachers' Association, as well as his independence of thought and action. We have reason to anticipate a vigorous and progressive administration..... THE admirable series of papers on Manual Training contributed to the JOURNAL, by Prof. Upham, of the Whitewater Normal School, is concluded in the present number. They outline a systematic, progressive and practical scheme of instruction, such as can be carried out in many high schools without serious difficulty, and will, we do not doubt, contribute to the growth of this sort of instruction in the schools of this state.

THE election has decided the fate of the Bennett Law. We considered that law to be a useful one, but a large body of our fellow citizens looked upon it as a covert attack upon parochial schools, and as such were strongly opposed to it. We are clearly of opinion that their fears were groundless, but a law which was irritating to a large body of voters was, by virtue of that fact, of doubtful utility. Now that the elections are over it will be easier to free ourselves of the exaggerations of the campaign, and see clearly the effects of its repeal. This simply puts legislation for compulsory education back where it was two years ago. The popular verdict rightly interpreted is not against compulsory legislation, but against any interference with parochial schools. The Legislature chosen to repeal it was chosen under stronger and more pronounced declarations in favor of our free public schools than any which has convened for many years. We shall look to see these declarations made good by valuable enactments. Measures ought to be passed to strengthen and improve the county superintendency, by providing for the necessary expenses of superintendents, and by removing their election as much as possible from politics. A school for feeble minded children should be established in Wisconsin. Arrangements should be made for a thorough and systematic revision of our school laws, which are now in a very confusing and unsatisfactory condition. The problem of compulsory school attendance should be seriously faced, and the repeal of the Bennett Law should be accompanied with enactments designed to accomplish the useful ends contemplated by that statute. There are, indeed, a multitude of ways in which the genuine interest of the legislators in the advancement of education can be shown, and we shall look for practical evidences of their interest in our public schools.

How patchy and ineffective a good deal of class work is may be seen by the following incident, which is an actual occurrence: A child says, "We are studying about Maine in our geography to-day." "And what is Maine?" he is asked. "I don't know," and after a moment's reflection he adds: "One of the Northern Atlantic States." "And to what do the Northern Atlantic States belong?" "I don't know." "Are they part of Europe?" "I don't know; they are just the Northern Atlantic States." "But can't you find out what they

are a part of?" "No; the map is just of the Northern Atlantic States; that is all there is of it." "Well; are they part of the United States?" "No." "Have you never seen them on any other map?" "No." The child was not to blame for this ignorance. Of those who listened to the conversation, one said: "I remember when I was in the same state of mind myself. Indeed, it seems to me that I was almost through with the study of the United States when I happened to find out that the different sectional maps presented enlarged portions of the general map of the United States." The fundamental error in the teaching process here is a failure to find out the actual state of the pupil's knowledge. The class work is formal, held closely to what is given in the text, and not directed towards building up a body of rightly associated knowledge in the mind of the pupil. He is not helped to see wholes, and their parts in relation to the wholes. The fragmentary acquisitions which he makes, because they are disconnected and out of relation, quickly fade away, and have to be made over and over again until they are rendered permanent by an accidental discovery of their relations. But one great service of good teaching is that it leads directly to the discovery of such relations, and develops the habit of looking for them. The first effort of sound teaching is directed to finding out what necessary relations the pupil is failing to recognize, and making sure that he discovers and appreciates these. Hence the fundamental duty is to find out, not whether the pupil temporarily remembers isolated facts, but what is the state of his knowledge regarding the things he is learning, whether he sees them in their general relations. But we are still too much absorbed with the dreary task of hearing him repeat isolated facts.

ELSEWHERE we publish an extract from the annual report of Supt. Greenwood, of Kansas City, on the so-called synthetic method of teaching reading. It seems to us very interesting from at least two points of view. In the first place it illustrates very clearly the application of the experimental method to the study of pedagogy. Four schools were selected in which conditions were judged equally favorable, and in two of these the new method was introduced while the old was adhered to in the other two. At the close of the year a critical and carefully devised test was applied to the work in the four rooms. Of course, as in all experimental work, the most important element is the propounding of definite and pertinent questions, and the devising of accurate tests to obtain from the experiment an answer to them. This seems to have been skillfully done, and the results are quite conclusive. The report of an ordinary teacher that a new method is eminently successfnl has very little value, because it is founded upon vague impressions, and the novelty of a scheme is pretty sure to give a bias in its favor. For this loose sort of work, which has kept our schools shifting from one device to another, carried away with temporary crazes, like the word-method, the construction lines, map-drawing, the orthoepy, the abandonment of grammar, etc., there is great need of substituting this careful, scientific experimenting, which will give us trustworthy results and an assured pro-

gress. City superintendents are the persons most favorably situated for devising and carrying out such experiments. They have under their direction a wide range of work, from which can be selected suitable conditions for comparative tests, and they have in their reports a means of making known their methods and results. We shall hope that the line of study opened up by Supt. Greenwood will commend itself to many others, and that through their efforts we shall find a way out of the vacillation and crazes which have long enough characterized our educational movements.

THE other point of special interest in the experiment referred to above is contained in the sentence: "In this system the child is forced to work so much with artificial devices that he does not distinguish between that which is necessary and that which is accidental." This is the fundamental error with a large number of popular devices. They do not go directly to the end in view. They waste time and energy over adventitious and extraneous matters lugged in to make the work attractive or easy. That was the error in the case of the construction-lines map-drawing, of diacritical marking, of the analysis-of-letters penmanship, and so on. It is a mistake, a serious mistake, to accumulate such elaborate and cumbersome aids. They distract the pupil and impede his progress. He is not interested or helped by them. We need to learn directness in in our school work—to see clearly the main purposes to be secured and to make straight for them. True interest arises from a sense of well-directed energies, not from fripperies and distractions. It is significant indeed that Supt. Greenwood is led from Mrs. Pollard's system back to Noah Webster's Spelling Book, which he considers preferable. Its organic ideas are the same as hers and it has besides the great excellence she lacks—that of directness.

OUR DRAWER.

STATE UNIVERSITY ENTRANCE EXAMINATIONS.

[The following directions are printed at the head of each paper: "Give your name and address on each sheet; also how long you have studied the subject, in what school, under what teacher, and from what text-books."]

ARITHMETIC.

1. Multiply 317 days 13 hours 31 minutes 53 seconds by the quotient of 5-7 divided by 1 1-14.

2. What is the interest on $517 from Sept. 10, 1889, to the present date, at 7 per cent. interest.

3. A person sold a horse at a loss of 20 per cent.; if he had received $60 more for it, he would have gained 10 per cent. Find the cost of the horse.

4. Find the cost of a right-of-way for a railroad 132 miles long and 100 feet wide, at an average cost of $30 per acre.

ALGEBRA.

Give all the work, not simply results.

1. Find four factors of $x^6 - y^6$.

2. State and explain two different methods of elimination in the case of two simple equations containing two unknown quantities.

Find the value of x and y in the equations

$$\begin{cases} 3x - 4y = 1 \\ \dfrac{x}{3} = \dfrac{y}{2} \end{cases}$$

3. How do you complete the square of $x^2 + 4ax$? *Why* will this give a perfect square?
Solve $x^2 - 6ax = 4b$.

4. Simplify $\dfrac{\dfrac{a+1}{a} + \dfrac{b+1}{b} - \dfrac{c+1}{c} - \dfrac{d+1}{d}}{\dfrac{cd}{c+d} - \dfrac{ab}{a+b}}$

5. Divide $\sqrt[3]{\sqrt{a}}$ by $\sqrt[3]{\sqrt[4]{a^2}}$
Simplify $\left(a^{\frac{1}{3}} a^{5\cdot 7}\right)^{\frac{7}{11}}$

6. Find the greatest common divisor of $16x^2 - 1$, $x - 4x^2$ and $1 - 8x + 16x^2$.

PLANE GEOMETRY.

1. Two opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

2. About a given circle, describe a triangle similar to a given triangle.

3. If the vertical angle of a triangle be bisected by a line which cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

4. What fraction of a right angle will the angles of a pentagon be if in the ratios of the numbers 1, 3, 6, 9, 11?

5. Describe a square about a given circle. Compare the areas of the squares described about and inscribed within the same circle.

SOLID GEOMETRY.

1. Define a pyramid and its faces, edges, angles, base and apex.

2. Prove that parallel sections of a pyramid are similar polygons.

3. Compare the volume of a sphere 10 inches in diameter with one 10 inches in diameter having a 6 inch cylindrical hole through its center.

4. Prove that two spherical triangles on equal spheres having their angles

mutually equal and in the same order are themselves equal. Compare the triangles in case the spheres are *not* equal.

LATIN — CAESAR.

1. Translate: "Haec cum animadvertisset, convocato consilio, omniumque ordinum ad id consilium adhibitis centurionibus, vehementer eos incusavit: primum quod aut quam in partem aut quo consilio ducerentur sibi quaerendum aut cogitandum putarent. Ariovistum se consule cupidissime populi Romani amicitiam appetisse: cur hunc tam temere quisquam ab officio discessurum judicaret? Sibi quidem persuaderi, cognitis suis postulatis atque aequitate condicionum perspecta, eum neque suam neque populi Romani gratiam repudiaturum. Quod si furore atque amentia impulsus bellum intulisset, quid tandem vererentur? aut cur de sua virtute ant de ipsius diligentia desperarent?

2. (*a*) In what case is consilio? and why?
   (*b*) In what case in sibi? and why?
   (*c*) In what case is officio? and why?
   (*d*) In what case is sibi? and why?
   (*e*) In what case is gratiam? and why?
   (*f*) In what case is furore? and why?
   (*g*) In what case is impulsus? and why?

3. Why are the following verbs in the subjunctive? (*a*) animadvertisset, (*b*) ducerentur, (*c*) putarent, (*d*) intulisset, (*e*) accepissent. (*f*) Explain construction of persuaderi.

4. (*a*) Explain construction: Ariovistum appetisse.
   (*b*) Explain construction of ducerentur.
   (*c*) How do these constructions resemble one another in use, and how do they differ?

5. Principal parts of (*a*) animadvertisset, (*b*) convocato, (*c*) adhibitis, (*d*) quaerendum, (*e*) ducerentur, (*f*) persuaderi, (*g*) intulisset, (*h*) vererentur.

LATIN — CICERO AND VIRGIL.

1. Translate: Quamquam quid loquor? Te ut ulla res frangat? tu ut umquam te corrigas? tu ut ullam fugam meditere? tu ut exsilium cogites? Utinam tibi istam mentem di immortales duint! tametsi video, si mea voce perterritus ire in exsilium animum induxeris, quanta tempestas invidiae nobis — si minus in praesens tempus, recenti memoria scelerum tuorum, at in posteritatem — impendeat; sed est tanti, dum modo ista sit privata calamitas, et a rei publicae periculis sejungatur.

2. Give the principal parts of: *loquor, frangat, corrigas, sejungatur.*

3. Construction of: *voce, nobis, tempus memoria, tanti.*

4. Explain the subjunctives: *frangat, duint, impendeat, sit.*

5. What kind of genitive is *scelerum, invidiae?*

1. Translate:

   Hic incredibilis rerum fama occupat auris,

Priamiden Helenum Graias regnare per urbes,
Conjugio Aeacidae Pyrrhi sceptrisque potitum,
Et patrio Andromachen iterum cessisse marito.
Obstupui, miroque incensum pectus amore,
Compellare virum et casus cognoscere tantos.

2. Divide these verses into feet, after the following model:

Arma vi | rumque ca | no Tro | jae qui | primus ab | oris, marking all short syllables.

3. What kind of words are *Priamiden* and *Aeacidae*, and how formed?

4. Principal parts of: *cessisse, obstupui, incensum, cognoscere.*

5. Construction of: *Helenum, sceptris, pectus.*

LATIN — ETYMOLOGY.

1. Give the rules for the First Declension.

2. Decline *dominus, virtus, corpus, fructus, domus.*

3. Decline *bonus, tristis, quis.*

4. Principal parts of *moneo;* and synopsis in third person singular, active and passive.

5. Principal parts of *rego;* and inflect, active and passive, the future indicative, pluperfect indicative and imperfect subjunctive.

1. Give the rules for the Fourth Declension.

2. Decline *stella, arbor, iter, rex, dies.*

3. Decline *tener, atrox, hic.*

4. Principal parts of *audio;* and synopsis in second person plural, active and passive.

5. Principal parts of *amo;* and inflect, active and passive, the future indicative, perfect subjunctive, and imperative.

GERMAN.

1. Translate: 1. When and with whom did you go to school?

2. I have seen the younger son of my rich neighbor in your garden.

3. My good mother wrote me six long letters last year.

4. His high house was built by my father in eighteen hundred and ninety-four.

5. Your sisters will always love our oldest aunt and her daughters.

6. Her boy has translated the new book of your teachers which they had given him.

7. Where do the two new churches of this city stand?

8. She would like to buy the black horses that were in the fields.

9. Our little girls should have washed, if they had cold water.

10. The friends will rejoice that their children love one another so warmly.

2. Give, in German and in your own words, a brief synopsis of any of yc reading lessons (prose or poetry).

3. Give the third person, singular, perfect tense; the second person, plur imperfect; and the first person, singular, future, of four verbs, one regular, o

irregular, one reflexive and one passive, no one of which is contained in the above sentences or in your synopsis.

4. What prepositions govern: 1. The Dat.; 2. The Acc.; and 3. The Dat. or Acc. Give sentences, containing one preposition from each class.

THE ACCREDITED SCHOOLS AGAIN.

We present this month a list showing the number of students entered at the University of Wisconsin during the years 1889–90 and 1890–91. It may be interesting to compare this with the list given last month. High Schools are intended unless otherwise indicated. Schools not mentioned sent no students.

Albion Academy	8	Milwaukee Academy	3
Appleton	2	Monroe	12
Ashland	1	Necedah	3
Baraboo	7	Neenah	4
Beaver Dam	3	Neillsville	1
Beloit	2	New London	1
Berlin	2	New Richmond	1
Black River Falls	1	Omro	1
Boscobel	2	Oregon	3
Brodhead	2	Oshkosh	9
Carroll College	1	Portage	5
Columbus	4	Poynette	4
Chippewa Falls	5	Prairie du Chien	7
Darlington	2	Racine	5
Dodgeville	2	Reedsburg	4
Eau Claire	11	Richland Center	2
Edgerton	3	Ripon	2
Elkhorn	4	Rockford (Ill.)	4
Evansville	1	Sheboygan	1
Evansville Seminary	2	Sparta	12
Fond du Lac	4	Spring Green	1
Fort Atkinson	6	Stevens Point	6
Grand Rapids	7	Stoughton	7
Green Bay	1	Viroqua	14
Horicon	1	Waupaca	2
Hudson	2	Watertown	3
Janesville	4	Waterloo	1
Jefferson	1	Wauwatosa	3
Kenosha	1	West Bend	2
La Crosse	4	West De Pere	2
Lake Geneva	3	Whitewater	1
Lake Mills	2	Wisconsin Academy (Madison)	13
Lancaster	4	*Normal Schools* —	
Lodi	1	Platteville	9
Madison	66	Oshkosh	1
Mazomanie	8	Whitewater	2
Menominee	1	River Falls	3
Mineral Point	3	Milwaukee	2
Milwaukee	26		
			364

THE song birds brought from Germany and turned loose in Oregon last year have prospered, and a large number of insectivorous song birds will be imported.

COUNTY SUPERINTENDENTS.

Counties.	Name.	Post Office.	No. of Schools in County.
Adams			67
Ashland	W. M. Ruggles	Upson	24
Barron	N. E. Carver	Chetek	100
Bayfield	Mary A. Nelson	Washburn	12
Brown	D. S. Rice	Morrison	87
Buffalo	Geo. Schmidt	Alma	83
Burnett	Tena Nelson	Grantsburg	24
Calumet	H. Severin	New Holstein	67
Chippewa	M. S. Bailey	Chippewa Falls	144
Clark	G. E. Crothers	Neillsville	104
Columbia	E. C. True	Portage	144
Crawford	Archie McDowell	Mt. Sterling	93
Dane, 1st district	Sylvanus Ames	Stoughton	126
Dane, 2d district	D. F. Kiser	Oregon	120
Dodge	J. T. Flavin	Watertown	190
Door	W. L. Damkœhler	Sturgeon Bay	62
Douglas	G. G. Williams	West Superior	31
Dunn	J. E. Florin	Menomonie	115
Eau Claire	Anna Smith	Eau Claire	92
Florence	J. S. Penberthy	Florence	8
Fond du Lac	M. T. Blewett	Fond du Lac	165
Forest	A. J. Moe	Three Lakes	9
Grant	Dan'l Needham	Lancaster	213
Green	M. A. Cunningham	Dayton	131
Green Lake	Lillian Huff	Dartford	70
Iowa	H. W. Dietrich	Avoca	123
Jackson	F. B. Dell	Irving	84
Jefferson	J. O. Perkins	Jefferson	126
Juneau	M. L. Bunnell	Mauston	96
Kenosha	J. J. Kirwin	Silver Lake	61
Kewaunee	R. A. Moore	Kewaunee	54
La Crosse	G. M. Redding	West Salem	66
La Fayette	L. H. Johnson	Darlington	126
Langlade	E. Nordman	Muller's Lake	56
Lincoln	J. J. Hoffman	Corning	33
Manitowoc	C. E. Patzer	Manitowoc	108
Marathon	F. A. Strupp	Athens	131
Marinette	R. C. Ramsey	Peshtigo	25
Marquette	Thos. Skinner	Merritt's Landing	60
Milwaukee	P. A. Lynch	Williamsburg	67
Monroe	J. P. Galiger	Tomah	135
Oconto	James Loftus	Stiles	52
Oneida	A. D. Prideaux	Rhinelander	3
Outagamie	J. J. Ritchey	South Osborne	111
Ozaukee	A. J. Kreitzer	Port Washington	59
Pepin	Jennie M. Goodrich	Durand	39
Pierce	A. L. Thompson	Ellsworth	107
Polk	Carrie Asp	Wagon Landing	100
Portage	A. P. Een	Stevens Point	91
Price	Nettie McDonald		35
Racine	Agnes M. Worsley	Sylvania	75
Richland	J. M. Tereber	Richland Center	121
Rock, 1st district	W. M. Ross	Footville	83
Rock, 2d district	David Throne	Beloit	86
St. Croix	Lovila M. Mosher	New Richmond	111
Sauk	W. H. Shulz	Argyle	161
Sawyer	Effie M. Harrington	Hayward	4

Shawano	L. D. Roberts	Shawano	93
Sheboygan	Martin Hughes	Winooski	114
Taylor	Ernst Pries	Medford	48
Trempealeau	W. L. Cummings	Centerville	97
Vernon	D. O. Mahoney	Viroqua	152
Walworth	L. A. Williams	Elkhorn	120
Washburn	G. A. Barker	Shell Lake	16
Washington	Henry Wahle	West Bend	98
Waukesha	A. H. Craig	Caldwell	119
Waupaca	F. S. Grubb	Weyauwega	119
Waushara	T. S. Chipman	Terrill	100
Winnebago	Mary E. Blackburn	Omro	97
Wood	Edward Lynch	Grand Rapids	63
Total			6,104

EDUCATIONAL NOTES FROM ABROAD.

GERMANY. In the Prussian governmental district Stade, seventy elementary teachers are wanting. The normal school of the district will only yield 29 graduates this year, hence 41 vacancies will be kept open by instituting half day schools. Low salaries are the cause, and since the Prussian government is, on principle, opposed to women as teachers, the places are kept vacant rather than filled with capable women.

In the village Klein-Loitz in Prussia, which numbers 220 souls, there is only one person who pays other than taxes on real estate, and that is the schoolmaster.

While the elementary schools all over Germany slowly lose their teachers, the number of teachers in secondary schools is not likely to diminish soon. While the normal schools for elementary teachers have the consumption, the universities, and especially their philosophical department which furnish the teachers for secondary schools, have the dropsy. During the year from Dec. 1, 1888, till Dec. 1, 1889, 1,100 teachers were engaged in the 17 gymnasia, 10 real-gymnasia, 21 real-schulen and 19 normal schools in Saxony, and during that year only 30 places were vacated by death (7), by pensioning (14), or by voluntary resignation (9). There was an ample number of candidates to choose from for filling the vacancies.

Weimar has adopted a salary-scale for its elementary teachers. 1st year 1,050 marks ($262.50); 4th year 1,100 marks ($275.00); 6th year 1,300 marks ($325.00); 11th year 1,550 marks ($387.50); 16th year 1,800 marks ($450.00); 21st year 2,100 marks ($525.00); 26th year 2,300 marks ($575.00). This does not include rent, which may be estimated at from 15 to 20 per cent. Teachers who have been in office 25 years are pensioned; their pension amounts to three-quarters or two-thirds of their salary. If they leave the profession after ten years their pension amounts to scarcely one-third of their salary.

Special schools for weak-minded children (dullards) are being opened in nearly all cities of the Empire. Weimar recently opened one, chiefly to relieve the

city schools of elements which are apt to retard the average pupil's progress.

The Prussian Minister of Education is making inquiries into the number of free teachers' societies, their scope of work and their number of members. It would seem as though he is arming himself for parliamentary attacks which are sure to come this winter.

Everywhere in the press of Prussia war is made upon the classical high school (Gymnasium), yet during the past year 11 new classical schools and only one new high school "without Latin" was opened.

ENGLAND. The great benefactor George Muller in Bristol, who is a native of Germany, recently published his 51st annual report upon his orphan-asylums. He is now 85 years old, and began his benevolent career on the 9th of December, 1835, in a very modest way. "To-day," he says, "at least 100,000 orphans are well cared for in English asylums, while in 1835 only 3.600 orphans were in asylums and 8,000 in prisons." Muller and Dr. Barnardo in London have deserved the highest praise for their benevolent work in providing for orphans.

FRANCE. The French government is brought face to face with an unforeseen difficulty. According to the law of 1887 all parochial schools in France must be made lay-schools in or before the year 1891. This is mandatory. But a recent law obliges all male teachers to serve in the army, from which service the teachers were exempt formerly. Now that the teaching profession does not have that privilege any longer, the number of candidates is so small, that the conversion of parochial to public schools is made impossible. The cabinet deliberated as to how best to meet the difficulty, and it is regarded as a certainty that the vacancies will be filled by women of whom any number of licensed ones can be had in France.

BOHEMIA. The Bohemian School-Association has a fund of 200,000 florins. Since its establishment it has founded 79 schools in 57 communities, with 193 teachers and 8,069 pupils.

MILWAUKEE LETTER.

"Dogmatic and Demonstrative Teaching" was the subject discussed by Supt. Anderson before the Froebel union at the high school building, Nov. 15. These terms were used respectively to characterize the old and the new in educational method; and the latter was applied especially to the kindergarten and the manual training school. The lecturer was able to adduce illustrations of each of these methods from actual observation in the schools. He held that explanation so far from being identical with demonstration is often harmful to the pupil; for "the child's memory may get hold of the explanation before it is apprehended by his judgment, thus deceiving the teacher."

The Alumni of the State Normal School have arranged a series of twelve entertainments to be given at the Normal school on the study of England; the subjects pertain to the history, scenery, cities, literature and colonial posses

sions of England, and are to be illustrated by stereopticon views. The first of the series was given before an appreciative audience on Nov. 10.

The night schools are again in successful operation and are largely attended, with the exception of the night high school. In response to the announcement that a night high school would be organized, only twenty-five students presented themselves for enrollment; but it is expected that the number will increase so as to justify the organization of classes.

A pleasant affair, highly complimentary to Prin. Diedrichsen, recently occurred at the Tenth District school. His friends took occasion on his birthday to show their appreciation of his work and especially of his untiring efforts to improve the penmanship of his pupils by presenting him with a fine gold-headed cane. Mr. Diedrichsen's school won the prize of a flag offered by A. W. Rich & Co., at the state fair for the best specimens of writing by school children.

I. C.

ANOTHER PROBLEM.

MR. EDITOR: Will you please put the following problem in the JOURNAL. I can not solve it and have not been able to secure a solution. It may be found in the miscellaneous examples of Robinson's New Elementary Algebra:

"The extremes of a geometrical series are 2 and 4,374, and the difference of the first and second term is to the difference of the third and fourth as 1 to 9. Required the sum of the series."

JOHN FISHER, White Creek, Wis.

IN THE SCHOOL ROOM.

HUMOR IN THE SCHOOL ROOM.

A teacher in Vienna has collected and published some humorous passages from the compositions of his, and other teachers' pupils. We excerpt a few and render them in English garb for the delectation of teachers who have engaged Miss Le Row's "English as She is Taught." They may show that German and Austrian school boys are fully as productive of scholastic nonsense as our American youth. It is, however, necessary to emphasize the fact, that the following gems of humor are culled from the wisdom of high school pupils (10-18 years of age).

A boy had to describe in his weekly composition the menagerie at Schonbrunn, and his manuscript contained this remarkable example of taste: "Here is also to be seen the most beautiful animal in the world, the kangaroo."

A composition on the use of large rivers contained: "Finally, large rivers have this advantage, that one can come to the assistance of drowning people in a skiff, a thing that could not be done in brooks and shallow ponds."

About "Winter Joys" a precocious youngster wrote among other highly fla-

vored tid bits this one: "Only very old men sit behind the stove, smoke their pipes, and peep around the corner to see whether death is approaching. Thus every man has his own pleasures."

A student in the middle grades of the practice school in the Vienna "Paedagogium" answered to the question why the mercury rose when the thermometer was dipped in hot water, "Because it is getting too hot below."

The term cellibacy seems to have caused some confusion in the mind of a young innocent, for he asked in his struggle to digest and assimilate the idea: "Can an Archbishop be a brother?"

"With what do fishes breathe?" "With their gills." "And the human being?" "With their nostrils."

Defective metaphors: "The tooth of time that bleached his hair." "The crack discovered in the supporting column of the state."

A boy wrote: "Napoleon was born in Corsica by a nobleman." And another wrote: "Napoleon acquired the right to designate his descendant," (successor was meant). A third wrote: "Arch-Duke Karl is the inventor of Karlsbad." A fourth informed us: "That the aborigines of Ceylon are mostly dressed naked."

One boy is convinced of the fact that Schiller in writing "Wallenstein's Lager" meant a peculiar kind of Bohemian beer, for the boy wrote: "Wallenstein's generals assembled in the brewery of Pilsen." Another boy being asked to mention a poem of Goethe, written in hexameters said, "The Hexenmeister."—*Educational Courant.*

SOME USEFUL EXERCISES.

SEARCH QUESTIONS.—1. What is the difference between a Kingdom and an Empire?

2. What is meant by constitutional Monarchy?

3. What is a despotism?

4. Brass is made from two other metals. What are they?

5. From what mineral is window glass made?

6. From what is steel made?

7. Why do some people find it necessary to use spectacles?

8. Why does a cook put a lid on a pot when she wishes it to boil quickly?

9. What countries in the northern hemisphere never receive vertical rays from the sun?

10. What is meant by the axis of North America?

EXERCISES IN ARTICULATION.—[To make an exercise of this kind reall valuable every word should be distinctly uttered, and the drill repeated day afte day for a long time. In this way the pupil will be trained to read distinctly.]

She has lost her earring.—She has lost her hearing.

He lives in a nice house.—He lives in an ice house.

Let all men bend low.—Let tall men bend low.

He saw two beggars steal.— He sought to beg or steal.
This hand is clean.— This sand is clean.
He would pay nobody. — He would pain nobody.
That lasts till night.—That last still night.
Gaze on the gay brigade.
The sea ceaseth, and it sufficeth us.
Say, should such a shapely sash shabby stitches show?
Strange strategic statistice.
Cassell's solicitor slyly slashes a sole.
A thistle sifter full of sifted thistles.
Give Grimes Jim's great gilt gig whip.
Sarah in a shawl shoveled soft snow slowly.
She sells sea shells.
A cup of coffee in a copper coffee cup.
Smith's spirit flask split Philip's sixth sister's fifths squirrel's skull.
The Leith police dismisseth us.
Mr. Fisk wished to whisk whiskey.
The scenery is truly rural around here.
United States State Statistician. —*Selected.*

LANGUAGE EXERCISES.— Supply words of which the following are meanings:
one who cultivates the soil.
a person who carries parcels, etc., for hire.
a person skilled in healing diseases.
a person skilled in healing bodily injuries.
one who is an eloquent speaker.
one skillful in painting, sculpture or music.
a writer of books.
one who performs on the stage.
one who studies about plants.
one who studies about animals.
one who studies about the stars.
one who studies the formation of the earth.
one who studies fossil remains.
a cultivator of flowers.
a man who sells fruits.
one who takes care of horses.
one who draws plans for buildings.
a mechanic who builds mills.
one who drives a team.
one who has charge of money in banks.
one who makes barrels.
one who constructs or manages engines.

SOME TEACHING DEVICES.

REVIEW QUESTIONS.—This is a pleasant way to add interest to the class exercise and at the same time lead to individual thinking. We have found the same plan work well in other studies. Ask your physiology, history, or geography classes to prepare questions for review work. Let each pupil prepare five, and you select the best from all that are given. Of course many will have to be cast aside, but you will be surprised at the ingenuity of some. Oftentimes pupils strike lines of thought that did not occur to the teacher. Even if the questions are not so searching as your own, they give an added interest to the work, and they do something toward calling forth a spirit of helpfulness and a sense of individual responsibility.

INVESTIGATION AND COMPOSITION.—I have a library in my school and I will have brought in also papers for the reading stand. Since my time is limited, I will not examine the compositions handed me, only to a limited extent, but I will devote my extra time to the looking up and assignment of topics. Since my school is large I will train certain of my pupils to help me in this and in general criticism. The books and papers shall be allowed to be taken home. I will assign the topic and give the reference to each pupil for a daily work. This he is to prepare by reading over and thinking upon it, and to reproduce the same the next day at a given time, with only paper and pencil before him. By this means he will be in possession of these two conditions, daily practice and subjects clearly within his grasp. I shall vary it by assigning reports on current events, biographical notes, chapters from interesting books, estimates of character, reports of interesting meetings, buildings, etc. Once a week I will assign topics partaking of the nature of reports upon local matters, as of sermons, of special buildings, of meetings of the council, of base-ball games, of fires, of visits to assigned places. I shall limit the time of writing to a given number of minutes. The time for research shall be at odd moments in or out of school. I will undertake the work of language training, note the results in my blank book, and carefully observe the progress made and results reached in the year's time. I will test the acquired powers of my pupils by submitting similar tests at the beginning, middle and close of the year's work.

PRACTICE READING ALOUD.—Read the newspaper to your father and mother. From a magazine or a good book, read to the family gathered about the evening fire. Read in natural, conversational tones, and yet so distinctly that all may hear without special effort.

Reading aloud in pure air is an excellent exercise. It strengthens the lungs, promotes the circulation of the blood, improves the appetite and aids digestion. Besides, the pleasure of this kind of reading grows with our years, and the memory of the hours thus spent will remain with us to life's close.

MARKING PAPERS.—In all careful teaching there is necessary a great deal of written work. It is one of the teacher's hardest tasks after his day's work

over to sit down to a long list of papers, take them up one by one, weigh their merits, correct their errors and do them justice. Teachers with some skill and managing ability will find their labor immensely lightened if they will devise some system whereby, so far as it is possible, the students may do their own correcting. It would cost little to buy a number of colored pencils; then, after the papers have been written out, have them exchange with each other, and distribute the colored pencils. After each one has gone through the paper, has noted all the errors, and signed his name at the foot, then let the teacher take them up, and his work will be more than half done. Also correcting papers, as an educational means, is almost as valuable as making out the papers in the first place. It would necessarily be varied in each school and in each class when brought to practice; but a skillful teacher will find that if he adapts it to his use, it will save him an infinite amount of labor.

A General Exercise.—After the school was fairly established I introduced a new idea which soon became popular with the scholars, shown by the interest manifested. I set apart an hour each afternoon for discussion and research into common business methods, notes, drafts, receipts, bills of exchange, etc.; history of inventions, origin of common things, such as gunpowder, etc.; history, ancient, modern and natural. Each Monday afternoon we had a historical subject. Such history was selected as would be free from dryness, most acceptable to young minds and would lead to farther research. As but few possessed or had advantage of books to secure the necessary knowledge, I would, after hearing the brief sketches of the older scholars who had read up the subject, read an essay giving each time to note down the principal facts on paper to be afterwards written in the blank books.

A GAME OF THE SENSES.

When you go to your room at night, can you walk directly to the match-box and put your hand on it?

When you turn out your light and leave your room, do you have to fumble for the door, or can you go straight across the room and take hold of the knob?

Can you at night walk among the trees without running into them, or keep the garden path as you would were it daylight?

If you wish to estimate the size of anything, do you know enough of feet and inches to make a fair guess by simply looking at it?

Can you calculate the weight of a book, a box of matches, a bat, a ball, a glass of water, a letter, by holding it in your hand?

If you hear street cars where there is a double track, can you tell by the sound which way they are coming?

If you are near a river, can you locate a steamboat by sound?

Can you use your knowledge of music in analyzing the progressions of a steam whistle? Can you tell on which tone it stops?

With your eyes shut can you tell what kind of a flower is put to your nose? Do you know the difference between the odor of a leaf from a rose bush and one from a maple tree?

Can you tell from the bark of the trees the points of the compass?

Can you by listening tell what kind of a vehicle is coming, and how many horses are attached to it? Do you know the difference in sound made by four hoofs and by eight?

Can you match colors without sample; carry colors and shades in your memory?

By the touch can you tell which material is cotton, which is woolen?

Can you from a bunch of different colored zephyrs pick out a black strand, keeping your eyes shut?

Can you by the taste tell what kind of meat you are eating? Can you decide what flavor has been used in a glass of soda water?

In short, do you use your senses? Do you train your observation, and then remember what you observed?

The new methods of education are taking care of eyes and hands used together, but what classes are there for your nose, your ears, your touch, your sense of weight? Where do you go to school to learn to see in the dark, to smell fire, to hear flies sneeze? Do you not perceive that this education you must give yourself? You can train your senses every moment you are awake. At this moment what do you see, hear, smell? Are you sure you really see, hear and smell what you think you do? Suppose you make a game of "The Senses," and see how many come nearer the booby prize than the first one.—*Wide Awake.*

OUR BOOK TABLE.

THE STORY OF WISCONSIN.

THE STORY OF WISCONSIN, by Reuben G. Thwaites, (Story of the States Series); D. Lothrop & Co., Boston; 389 pp.; $1.50.

At length we have in this volume a history of Wisconsin which may be unreservedly commended to the teachers in our public schools. It is within reasonable compass, is a well-proportioned and entertaining narrative, and selects judiciously and presents effectively the essential features in the history of this commonwealth. The variety and richness of the material strongly impress the reader. Wisconsin has a romantic past second in interest and antiquity to that of very few of our states. "The child born upon the Mayflower," says Mr. Thwaites, "was but in her fourteenth year when Wisconsin entered upon the stage of history." This romantic early history of explorations of the fur traders and of the *couveurs de bois* occupies about one fourfh of the volume, or considerably more than that if we include in it the two chapters devoted to the period during which this territory was under English domination. The old life

went on after the transfer of the territory to the United States, until the development of the mining districts in the southwest of the present state drew an increasing population of the sort now found in Idaho and Montana mining regions. The discontent of the Indians over the influx of whites, and the mistakes and misunderstandings characteristic of our frontier life culminated in the Black Hawk war, which stands at the opening of a new era. After that war the Frenchmen and the fur trade vanish from the scene as by magic, and the impetus of a new life is felt, a settled, civilized life, developing new industries, opening up the resources of the country, organizing its institutions and preparing for American statehood. It is this new life which gives zest and attractiveness to the chapter on Territorial Days. With all this to set forth, considerably more than half the volume is gone before the new state is fully organized. Mr. Thwaites tells us "A western state, after reaching maturity, progresses upon pretty much the same lines as kindred commonwealths, and no longer furnishes a unique story. This will account for the fact that the formative epochs receive by far the most generous recognition in this volume." Yet it must not be inferred from this that the subsequent pages are lacking in interest. The story of "Barstow, and the Balance," of the Fox and Wisconsin Improvement, of the stirring incidents growing out of the efforts to enforce the fugitive slave law in Wisconsin, of the development of railroads, of the outbreak of the civil war and the honorable part taken by the state in that memorable struggle, and of the growth of the varied interests which have made her in point of population fourteenth in the list of states, is certainly in no wise inferior in interest to the earlier record. This history, so full of incident and variety, ought to be much better known by our people than it is. For the school children it has the powerful charm of local interest and should form the foundation for an intelligent study of national and general history. Mr. Thwaites, by his entertaining narrative, has made it available for such purposes, and we hope the appearance of the book will be the occasion of a wide spread effort to make more of our state history in the schools.

—THE VETO POWER, its Origin, Development and Function in the Government of the United States, by Edward C. Mason, (Ginn & Co.; 232 pp.; $1.10), is the first in the new series of Howard Historical Monographs. It opens with a brief but valuable sketch of the genesis of the veto power in England as in fact a limitation of the legislative power of the kings, which reduced to this form became purely negative, and finally disappeared, the veto not having been exercised in England since 1708. But it had been already transplanted to the American colonies, and there assumed such proportions in our national government that four hundred and thirty-three presidential vetoes are found enumerated in the list at the close of this volume. The author has, in his treatment of his subject, classified the vetoes into those affecting the form of government, those affecting the distribution of the powers of government, and those affecting the exercise of the powers of government. The two concluding chapters

treat of the constitutional procedure as to vetoes, and the political development of the veto power. His discussions are eminently judicial in tone, and his copious references to authorities make it possible easily to verify every important statement. The volume is one of permanent value to every student of our institutions.

—THE HISTORICAL SCHOOLS OF PAINTING, by Deristhe L. Hoyt, (Ginn & Co.; 210 pp.; $1.00), gives in condensed and convenient form an outline of the history of painting. Instead of following the chronological order purely, which leads the young student into needless perplexities, she has simplified his task very greatly by treating of each of the great historic schools separately. The very brevity of the book constitutes one of its great excellencies. It presents the whole subject in outline with such excellence of arrangement and charmness of statement that the learner quickly masters the scheme, which will prove of the highest value to him in further studies in this department.

—THE CORTINA METHOD TO LEARN SPANISH IN TWENTY LESSONS, by R. D. La Cortina, (D. Appleton & Co.; 400 pp.), follows Locke's doctrine of learning language "without the drudgery of grammar." It depends therefore on practice, supported by grammar introduced by the way and for practical purposes. It will be found progressive and complete, equipping the learner well for Spanish conversation, although the "lessons" are of course very long. Considerable reading matter, and a fine map of Spain to accompany the article "Viaje por Espana" add to the value of the volume. A brief article on the importance of studying Spanish is prefixed to the text.

—GEOGRAPHICAL NEWS OF THE YEAR, by Gilman C. Fisher (Boston; New England Publishing Co.; 34 pp.; 20c.), puts in compact form the very latest and most important geographical developments of the past year. Its value to all geography teachers is at once apparent. The topics in this issue are The Fall of the Empire of Brazil; The Nicaraugua Canal; The Portuguese and the English in Africa; The English and Germans in Africa; Stanley, Livingstone and Emin; Our New States; Bismarck and the Emperor William; The Pan American Congress; Two Great Achievements and Miscellany. Several maps and charts illustrate these topics.

—A BRIEF HISTORY OF THE EMPIRE STATE, by Welland Hendrick, (Syracuse, N. Y., C. W. Bardeen, 203 pp.; 75c.), indicates the growing tendency to make more of local and state history. This narrative is well constructed and views the national history from the point of view of a single state, and its part in the drama. This is often unique and striking, not only in the colonial epoch but in such matters as the Erie Canal, the Croton Aqueduct, the contest for free schools, the draft riot and so on during the national period.

—A CHART OF ENGLISH LITERATURE, with References, by George E. [illegible]clean, (Ginn & Co.), arranges into eras and minor periods, with a parallel [illegible] of English sovereigns, and gives with each author his date and chief wo[illegible] The work is a chart with pages 8x13 inches, and capitally illustrates the m[illegible] on its title page "to *divide and conquer* add CORRELATE AND CONQUER."

—OUR GOVERNMENT, how it grew, what it does and how it does it, by Jesse Macy, (Ginn & Co.; 289 pp.), appears in a new and revised edition. It is a very practical school book, and briefly but effectively inducts the young learner into the historical study of institutions. We find its chapters on the origin of our institutions, on local governments and on the administration of justice especially interesting and profitable. It deserves the favor it has won and is sure to retain in the school room.

—TARBELL'S LESSONS IN LANGUAGE, First Book, by Horace S. Tarbell, (Ginn & Co.; 214 pp.), is designed for third reader pupils, and presents its matter in the order adapted to the child's needs, instead of the logical order of more formal books. It skillfully provides for exercises in all sorts of composition with material suited to interest and profit the learner, and inducts him gradually into the arts of punctuation, capitalization and grammatical analysis.

—SELECTED LETTERS OF M. TULLIUS CICERO, with an introduction and notes, by A. P. Montague, (Philadelphia, Eldredge & Brother; 283 pp.), deserves a hearty welcome from classical teachers. It is thoroughly well edited with useful notes, and arranges the letters chronologically so that they serve as a study, and an excellent one, of the last twenty years of Cicero's life, one of the most important eras of history.

—THE NATURAL SPELLER, (American Book Co.; 166 pp.), attracts attention by use of two colors of ink, the black for general purposes and the red to call attention to the word, syllable or letters especially important. It combines dictation exercises, homonyms, synonyms and etymology with spelling, and has more new points of interest and value than any other speller which has come under our notice.

—SECOND ANNUAL REPORT ON THE STATISTICS OF RAILWAYS IN THE UNITED STATES to the Inter-state Commerce Commission, (Washington, D. C.; Government printing office; 566 pp.), shows the enormous development of this industry, which now employs 704,743 men. The report studies various phases of railroad business, with the elaborate tables of details necessary to support the conclusions.

—RECREATION QUERIES IN UNITED STATES HISTORY, by C. L. Gruber, (Boston: New England Publishing Co.; 136 pp.; 75c.), contains a large range of generally sensible and useful questions on this branch, with historical conundrums, historical expressions, giving author and circumstances connected with each, and a list of popular names of historical persons. It is suggestive, helpful and useful.

—We have referred before to the admirable manuals of LANGUAGE WORK BELOW THE HIGH SCHOOL, prepared by Prof. Chas. De Gormo, of the Illinois Normal University, after the plan followed in Germany. These manuals, three in number, each a small pamphlet of about sixty pages, are issued by the Public School Publishing Co., of Bloomington, Ill., at ten cents each.

—KINDERGARTEN STORIES AND MORNING TALKS, by Sara E. Wiltse, (Ginn & Co.; 212 pp.; 85c.), contains much entertaining and valuable matter for the

instruction of young children. The editor is evidently an adept kindergartner, and teachers of primary schools, as well as kindergartners, will find her volume a valuable and suggestive aid to them in their work.

—A HISTORY OF ROME, by P. V. N. Myers, (Ginn & Co.; 230 pp.), contains the revised text of the history of Rome originally published in the author's Manual of Ancient History. It offers a remarkably vigorous and entertaining narrative, supported by abundant maps and illustrations, and will be found an excellent book for school purposes.

—A new departure in the excellent "Riverside Literature Series," is the issuing this year of books for very young readers, the first of which is of Mr. Scudder's FABLES AND FOLK STORIES. Part 1 of this is No. 47 of the Series. No better or more attractive reading for young folks can be found, and the number costs but 15c.

—FABLES, ANECDOTES AND STORIES FOR TEACHING COMPOSITION, (Boston School Supply Co.; 184 pp.), contains a wide range of anecdotes and stories, each accompanied with an analytic outline, to guide the young reader in mastering its structure so that he can reproduce it well.

—D. C. Heath & Co. issue in neat pamphlet form with stiff covers three of Moliere's most distinguished plays, LE TORTUFFE, LE MEDECIN MULGRE LUI, and BOURGEOIS GENTILHOMME, edited with English arguments and foot-notes by F. E. A. Gasc.

—COMMON SENSE EXERCISES IN GEOGRAPHY, by Seymour Eaton, (Boston: New England Publishing Co.; 50 pp.; 25c.), offers ingenious and suggestive questions on geography for the use of teachers and learners.

—THE SATIRES OF JUVENAL, edited by Thomas B. Lindsay, (American Book Co.; 226 pp.), is beautifully illustrated and provided with notes which are the results of many years' experience in teaching this author.

—D. Appleton & Co. issue in a nine page pamphlet Mr. George Iles's very suggestive paper in the *Popular Science Monthly* for November, entitled MY CLASS IN GEOMETRY.

—THE MORNING HOUR, by Emerson, Brown & Gay, (Ginn & Co.; 60c.), is an excellent selection of sacred hymns and tunes, with brief scripture selections.

LITERARY ITEMS.

—The Christmas *Harper's*, in a cream colored cover with a design which is a delightful variation upon the old and familiar one, is artistically unsurpassed. There are fifteen full-page engravings, two of which, the frontispiece from As You Li : It, and The Blessed Damosel, are upon thick paper and of exquisite finish, and a wealth of smaller pictures. The stories have holiday flavor especially invitin . Mr. Andrew Lang writes of As You Like It; Charles Dudley Warner continues ' attractive sketches of southern California under the suggestive title The Winter our Continent; Mr. Child decribes Dante Rossetti's Pre-Raphaelite Mansion; a Pierre Loti gives us and interesting paper on Japanese Women.

—The *Popular Science Monthly* begins in the December issue a promising series on The Development of American Industries since Columbus. The series is very timely in view of the coming world's fair. The first paper treats of The First Steps in Iron-Making in the colonies. The article by Dr. Henri Hertz, of Heidelberg, The Identity of Light and Electricity, commands attention as an authoritative presentation by its discoverer of the latest views on light which seem to be rapidly gaining acceptance among men of science. The number is rich as usual in interesting articles and miscellany.

—Supt. W. B. Powell, of Washington, D. C., has prepared for the schools of the District of Columbia a *Teachers' Manual of Manual Training* for the seventh and eighth grades. It makes a pamphlet of 88 pages, fully illustrated, and details a systematic and complete course of instruction in this branch.

—Messrs. Houghton, Mifflin & Co. have just issued another volume [vol. 34] of their Modern Classics, a Series which Dr. William T. Harris, U. S. Commissioner of Education, has called an "unrivalled list of excellent works." This new volume, entitled "Thackeray's Lighter Hours," contains Dr. Birch and his young Friends, Selections from the Book of Snobs and the Roundabout Papers, and the Curate's Walk. Modern Classics has a very extensive sale as a School Library, for which it is well suited, as it contains many of the best complete Stories, Essays, Sketches, and Poems in modern literature. Each volume is in cloth, 40 cents, *net*.

NEWS AND NOTES.

—The list of county superintendents shows that the changes exceed but little in number those made two years ago. Then there were thirty-two new superintendents in a list of seventy, and this year there are thirty-six in the same list. It thus comes to pass practically that one half of our county superintendents are changed at each election. This constant change is of course of great source of weakness in the system. The new list shows that twelve women have been elected to the office and fifty-eight men.

—Some changes have taken place in the principalships of high schools. The school at Almond has secured for the present year Mr. Spencer Haven, a graduate of the Iowa Agricultural College. At Arcadia Mr. Stevens leaves and is succeeded by Mr. A. C. Finn. Chas. L. Harper, for so many years superintendent of Grant county, becomes principal of the high school at Cassville, succeeding his brother, C. A. Harper, who enters a medical school. It is understood that at the commencement of the next term W. D. Ackerman assumes charge of the high school at Clintonville. The election of Mr. W. H. Schultz, of Argyle, to the county superintendency makes a change in the head of another high school, but we are not advised of the name of the successor.

—This is the last month of the year, and subscribers who are in arrears should bear it in mind and if possible make their accounts square up to the close of this year. It is much easier to keep the account paid up than it is to meet it after it has accumulated for several years. The expense of the JOURNAL is slight, and any intelligent teacher may get from its pages in a year that which is worth many times the price of

it. Read it, profit by it, and recognize its services by paying the subscription promptly and making it known to your acquaintances. We shall send out statements of account to those in arrears shortly after the opening of the new year. Can you not save us the necessity of sending you one?

—Menomonie is to have a well-equipped manual training school. Mr. J. H. Stout, of the well known lumber company of Knapp, Stout & Co., has agreed to erect a suitable building and equip it with the needed apparatus at his own expense, and also to hire a competent teacher for the first year, if the school Board will appropriate $500 for the operating expenses, and assume charge of the department. His offer has been accepted and the contract for the building has been let. Principal Dudgeon says: "The manual training department is not to be a substitute for, but to be a part of, the regular high school. It is believed that the high school can exact close and thoughtful study with books, and at the same time give valuable instruction in drawing, tool work and domestic economy. In this way it is believed that our pupils may se:ure a more liberal, intellectual and moral development—a more symmetrical education. For the manual work there will be two classes of boys and two of girls. One class of each will receive instruction in the forenoon, and another class of each in the afternoon. It is expected that each pupil will spend about forty minutes each day in drawing, and from one to two hours in manual work. The remainder of each school day will be devoted to study and recitation."

—In connection with the Madison high school a commencement has been made in manual training. A room has been fitted up in the basement of the high school building and an instructor employed to guide and help such boys as elect the work in various forms of wood-working. The plan is not as yet fully matured but the beginning is shaped towards the slojd instruction now so popular in Scandinavia.

—Supt. A. J. Smith, of Waukesha County, in his annual report shows that there has been during the past year an increase in attendance upon the public schools of the county of 943, and upon the parochial schools of 156, a total increase of 1099. This is a remarkable showing in connection with the fact that the census shows an increase of children of school age during the same period of but 61. The Superintendent says he "believes that the introduction of the 'course of study' with the opportunity afforded of graduating from these schools, and receiving a diploma that admits the pupil to our high schools, academies, or to the senior class of the preparatory departments of our normal schools, without further examination, is responsible for this wonderful increase in attendance at public schools. The Bennett law had its effect in certain localities, but the plan of work we have pursued during the past three years has brought about the most of this result."

—The board of regents of normal schools in their fourth biennial report, make the following reasonable appeal to the legislature for an increase of the means at their command for carrying on the institute work of the state: "It will be seen that the law just quoted, is mandatory in limiting the expenditures —it was enacted years ago, when t population of the state was less th 900,000. At that time, it was amp sufficient to meet all expenses. But t population has nearly doubled, and t demand for institutes has increased far greater ratio. The means at t command of the board for this w

important work in our educational system allows but a limited number of institutes to be held. The committee having this work in charge, by reason of lack of funds, is under the necessity of refusing institutes in localities where they are very much needed. Other states are far in advance of Wisconsin, in giving substantial aid from the general fund for this class of work. New York, with its great number of universities, colleges, academies and high schools of advanced grade, with an institute attendance of but little more than that of Wisconsin, appropriates $25,000 annually for teachers' institutes. This is testimony to the value of this work; and it would seem that Wisconsin ought at least to meet the demand for enrichment and expansion of our institutes by an annual appropriation of $5,000 from the general fund — this sum added to the $5,000 required by law to be expended from the normal school fund income, would enable the regents to meet the demand for institutes in all parts of the state, and afford the means of grading them, so that primary, intermediate and grammar methods (where needed), could be given simultaneously. The attendance at the institutes is often very large, not infrequently reaching two hundred members of all grades, from a primary teacher to a high school principal. It can be readily seen that one conductor in such institute cannot do the most efficient work. The largest institutes should have at least three conductors, all others at least two; then with proper division and classification, the special needs of the teachers of our common schools might be fully met."

—The college of agriculture at the state university now offers five courses of instruction: A short course; a dairy course, designed more especially for those who intend to become practical butter or cheese makers or the proprietors of factories; a middle course of two years, giving systematic instruction in the science of farming together with scientific training; a long course of four years, giving combined agricultural and general training of a high order; a graduate course of indeterminate length, devoted to research and advanced and expert work.

—Wisconsin which ranked sixteenth in the population of the United States and territories in 1880, by the recent census has risen to fourteenth. The states above her are New York, Pennsylvania, Illinois, Ohio, Missouri, Massachusetts, Texas, Indiana, Michigan, Iowa, Kentucky, Georgia and Tennessee, in the order named.

— A correspondent from Chat, Wisconsin, sending a list of subscribers to the JOURNAL, writes: "They have each sent $1.50, so that if you enlarge the JOURNAL they will have a year's subscription paid. This is in answer to your question in the October number, 'What do Wisconsin teachers say about it' (the enlargement). I think I may safely claim the banner town of the state, for you will now have one subscriber for each teacher at work in the town." A few more responses of this sort would make the enlargement of the JOURNAL a certainty. It is practical help and appreciation, like that of our correspondent, which makes such a move practical and wise. Again we ask, "what do Wisconsin teachers say about it?"

— Prin. Burch, of the Sixteenth District school Milwaukee, has recently carried out with remarkable success a scheme for providing his building with some of the conveniences which were needed but not supplied by the School Board. A circular was sent out to the patrons of the school setting forth the

needs of the school in respect to appliances that would make the building more attractive and home like, and asking for voluntary contributions. The amount named as needed was $500, and almost the entire sum was at once contributed. The hearty response with which the circular was received is a high compliment to Prin. Burch as indicating the confidence the people who best know his work have in him.

—The report of the Fond du Lac schools, I. N. Mitchell, superintendent, shows that during the past year 45 pupils have been in the school by the operation of the compulsory law. The high school had an average attendance of 127, with 35 pupils studying the modern languages and 86 studying the ancient classics.

—The catalogue of the Waterloo public schools, W. J. Hoskins, principal, contains a list of books in the school library, more than 200, and a catalogue of alumni since 1878 showing 63 names.

—It appears that the normal schools of the state have, during their existence, certificated 958 persons and graduated 657,—a total of both classes 1,615. Platteville, the oldest school, has graduated the most, 252; and Whitewater, the next in age, has certificated the most, 254.

THE SCHOOL BULLETIN

And New York Educational Journal,

Established 1874. 16 Pages, 10x12. $1.00 a Year.

The SCHOOL BULLETIN is one of the five oldest educational journals in America, and has been under the same editor and proprietor from the beginning. It is not filled with "methods" and other spoon-food for young teachers who want their ideas ready-made, but appeals to superintendents, principals, and assistant-teachers who regard their work as a vocation, and who want to look upon it broadly and comprehensively.

In the feature of educational news it has never had a rival. Its chronicles of what has happened in the schools of New York during the past seventeen years are unmatched in educational literature, and it has taken note of whatever has happened in other States that involved general principles.

The following are among recent expressions of opinion that the BULLETIN and its editor have elicited.

"I get a multitude of educational journals, but I read only three of them. One of them is the SCHOOL BULLETIN."—*Hon* JOHN HANCOCK, *State Commissioner of Schools, Columbus, Ohio, February 20, 1890.*

"We have a great number of exchanges, but there are only three educational journals that I regularly read through, and one of them is the SCHOOL BULLETIN. When I read one of Mr. Bardeen's editorials I say to myself 'There is a man who knows what he is talking about.' "—GEORGE P. BROWN, *editor of The Public School Journal, February 20, 1890.*

"If the reader wants two spicy and sensible essays by the keenest educational writer of the day, he will find in the above what he wants."—*Intelligence, Chicago.*

"In sending my renewal of subscription to the BULLETIN, I desire to express the great pleasure which I have enjoyed in reading some recent articles from your pen, especially the review of Miss Willard's book, and the description of the recent meeting of the National Association. They both show your remarkable power of analysis and felicity of expression."—*Supt.* JOHN H. CLARK, *Flushing, N. Y., September 6. 1890*

"Permit me to add a word of commendation and appreciation for the articles which have recently appeared in the BULLETIN over your name. Their worth is all the more noticeable when compared with the trash that appears in so many of our educational papers."—GEORGE G. RYAN, *principal high school, Leavenworth, Kansas, September 15, 1890.*

"Am delighted with your article on 'Homely Teachers.' It is not only bright, but beams with wisdom. It is the wisest of the wise things you have ever written. Please send me a dozen copies of the BULLETIN. I want the Oneonta pupils to stand high when examined under your form."—JAMES M. MILNE, Ph , D., *principal Oneonta Normal, and president of New York State Teachers' Ass'n, October 2, 1890.*

C. W. BARDEEN, Publisher,

Syracuse, N. Y.

A CHANCE TO MAKE MONEY.

I bought one of Griffith's machines for plating with gold, silver or nickel, and it works to perfection. No sooner did people hear of it than I had more spoons, knives, forks and jewelry than I could plate in a month. The first week I cleared $31.30, the first month $167.85, and I think by July first I will have $1,000 cash, and give my farm considerable attention, too. My daughter made $27.40 in four days. Any person can get one of these machines by sending $3 to W. H. Griffith & Co., Zanesville, Ohio, or can obtain circulars by addressing them. You can learn to use the machine in one hour. As this is my first lucky streak, I give my experience, hoping others may be benefited as much as I have been.

Yours truly,

M. O. MOREHEAD.

FOR larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn Street, Chicago, Ill., Orville Brewer, Manager.

LADY TEACHERS WANTED!

The School and College Bureau of Elmhurst (Chicago), Ill., secured positions for tady teachers in thirty-nine states the past season. The salaries of these range from $30 per month to $1,850 per annum. This Bureau secures positions for all kinds of teachers — in public schools, normal schools, seminaries, church schools, colleges, universities, &c. If you are seeking a position, or desire to advance in your profession, this Bureau will make a special effort to assist you. Send for circulars and blank. Address,

C. J. ALBERT, Manager, Elmhurst, Ill.

CHILDREN'S LITERATURE.

WHAT "ST. NICHOLAS" HAS DONE FOR BOYS AND GIRLS.

Victor Hugo calls this "the woman's century," and he might have added that it is the children's century as well, for never before in the world's history has so much thought been paid to children — their schools, their books, their pictures, and their toys. Childhood, as we understand it, is a recent discovery.

Up to the time of the issue of the *St. Nicholas Magazine* seventeen years ago literature and children's magazines were almost contradictory terms, but the new periodical started out with the idea that nothing was too good for children; the result has been a juvenile magazine genuine with conscientious purpose,— the greatest writers contributing to it, with the best artists and engravers helping to beautify it,— and everything tuned to the key-note of youth.

It has been the special aim of *St. Nicholas* to supplant unhealthy literature with stories of a living and healthful interest. It will not do to take fascinating bad literature out of boys' hands, and give them in its place Mrs. Barbauld aud

Peter Parley, or the work of writers who think that any "good-y" talk will do for children, but they must have strong, interesting reading, with the blood and sinew of real life in it,—reading that will waken them to a closer observation of the best things about them.

In the seventeen years of its life *St. Nicholas* has not only elevated the children, but it has also elevated the tone of contemporary children's literature as well. Many of its stories, like Mrs. Burnett's "Little Lord Fauntleroy," have become classic. It is not too much to say that almost every notable young people's story now produced in America first seeks the light in the pages of that magazine.

The year 1891 will prove once more that "no household where there are children is complete without *St. Nicholas.*" J. T. Trowbridge, Noah Brooks, Charles Dudley Warner, and many well-known writers are to contribute during this coming year. One cannot put the spirit of *St. Nicholas* into a prospectus, but the publishers are glad to send a full announcement of the features for 1891 and a single sample copy to the address of any person mentioning this notice. The magazine costs $3.00 a year. Address The Century Co., 33 East 17th St., New York.

INTERESTING TO HIGH SCHOOLS.

Within a few weeks many classes in Wisconsin HIGH SCHOOLS will begin the study of PHYSICAL GEOGRAPHY.

It will be unprofitable to require pupils to spend their time upon antiquated texts that present, as facts, matter that recent scientific research has proven false.

Eminent scholars have devoted three years to the careful preparation of Warren's New Physical Geography just issued, Sept. 1890.

In mechanical execution, number, beauty and accuracy of maps and illustrations, it surpasses any text book of its kind ever before published.

Write for introductory terms, specimen pages, etc.

D. H. SMALLEY, General Agent,
184 Wabash Ave., Chicago, Ill.

NATIONAL BUREAU OF INFORMATION.

A Bureau has been organized in Washington City for the purpose of investigating, and furnishing information upon, any subject that may be sent it for that purpose. It does not furnish finished productions, but simply collects notes and data. Located at the Capital where are collected vast libraries, museums an the archives of the government, it is possessed of every facility for this class work. Estimates for any particular piece of work will be furnished upon a plication. Any further information can be obtained by addressing

THE NATIONAL BUREAU ASSOCIATION,
Washington, D. C.

A GREAT AMERICAN MAGAZINE.

THE SUCCESS OF "THE CENTURY" AND ITS PLANS FOR 1891.

THE CENTURY MAGAZINE is now so well-known that to tell of its past success seems almost an old story. The N. Y. *Tribune* has said that it and its companion, *St. Nicholas for Young Folks*, issued by the same house, "are read by every one person in thirty of the country's population," — and large editions of both are sent beyond the seas. It is an interesting fact that a few years ago it was found that seven thousand copies of *The Century* went to Scotland,—quite a respectable edition in itself. The question in England is no longer "Who reads an American book?" but "Who does not see the American magazines?"

A few years ago *The Century* about doubled its circulation with the famous War Papers, by General Grant and others, adding many more readers later with the Lincoln History and Kennan's thrilling articles on the Siberian Exile System. One great feature of 1891 is to be

"THE GOLD HUNTERS OF CALIFORNIA,"

describing that remarkable movement to the gold fields in '49, in a series of richly illustrated articles *written by survivors*, including the narratives of men who went to California by the different routes, accounts of the gold discoveries, life in the mines, the work of the vigilance committees (by the chairman of the committees) etc., etc. General Fremont's last writing was done for this series. In November appears the opening article, "The First Emigrant Train to California," — crossing the Rockies in 1841,— by General Bidwell, a pioneer of pioneers. Thousands of American families who had some relative or friend among "the Argonauts of '49" will be interested in these papers.

MANY OTHER GOOD THINGS ARE COMING,—

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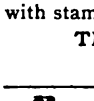

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J. C. NECOLLINS, *Racine, Wis.:* I heartily thank you for any efforts you have put forth for me. If I should again need assistance I shall certainly call upon you. Hoping you abundant success in your future efforts in behalf of deserving teachers, I remain.

JOS. C. OHAIL, *Principal, Middleton, Wis.:* I like my school very much. Please accept my thanks for getting me this school. (Nov. 15, 1889.)

MISS M. E. LYON, *Principal Downer Collage, Fox Lake, Wis.:* Miss Nohl, of Ripon, whom you recommended to us, has been elected teacher of German. Please accept my thanks for the zeal with which you have worked to supply me with good teachers. I never fail to express to my friends my perfect confidence in the Co-operative Association and Mr. Brewer.

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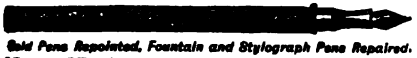

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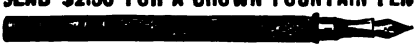

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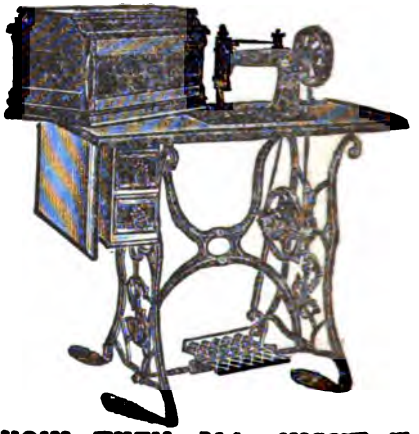

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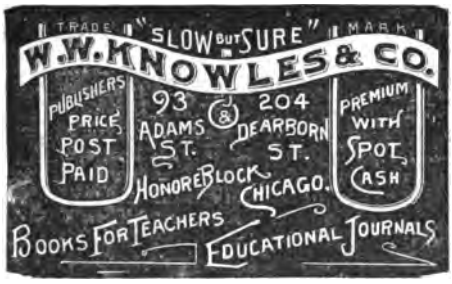

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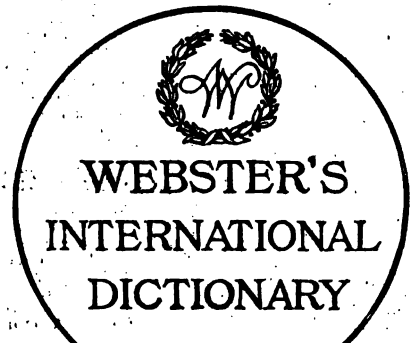

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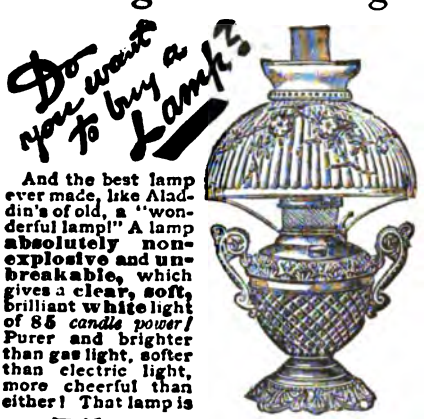

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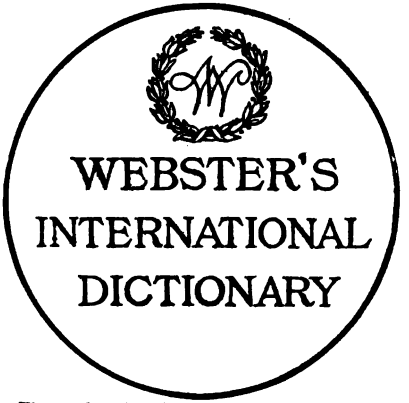

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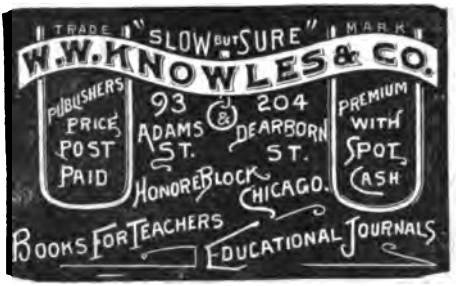

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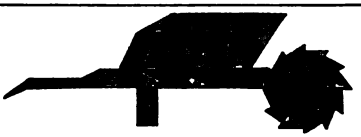

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MADISON, WIS.

Organ of the State Teachers' Association and of the Department of Public Instruction.

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MADISON, WIS.

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MADISON, WIS.

Organ of the State Teachers' Association and of the Department of Public Instruction.

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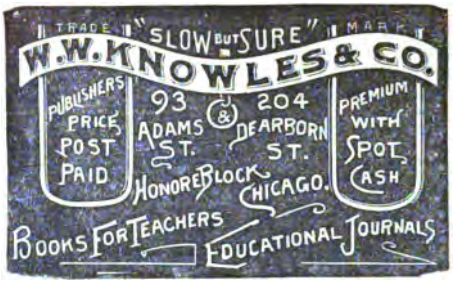

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